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ABSTRACT

Six hundred and thirty social studies books for elementary children, published between 1935 and 1964, are listed in this revised annotated bibliography intended for teachers and librarians. The aim of the book is to provide, as a supplement to the classroom texts, a list of fact and fiction illustrating different ways of life in other countries in an effort to promote cultural awareness, world understanding, and cooperation. Selection was based primarily upon even representation and recency of publication. The booklist is organized into five sections as follows: 1) Our World - dealing with geographical backgrounds, products and conservation; 2) Times Past - including prehistoric and ancient history, medieval times, early explorations, colonial America, and nineteenth century America; 3) People Today - containing twentieth-century United States, other parts of North America, the Arctic and Antarctic, Latin America, Europe, Africa, the Middle East, Asia, and Australia; 4) The World's Work - treating business and industry, communication, and transportation; 5) Living Together - including at home, in our land, in the world, and celebrating holidays. Comprehensive, annotated content summaries give grade level designations and are numbered consecutively. Author and title indices serve as a cross reference to book contents. (Author/SJM)

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Children's Books To Enrich the Social Studies

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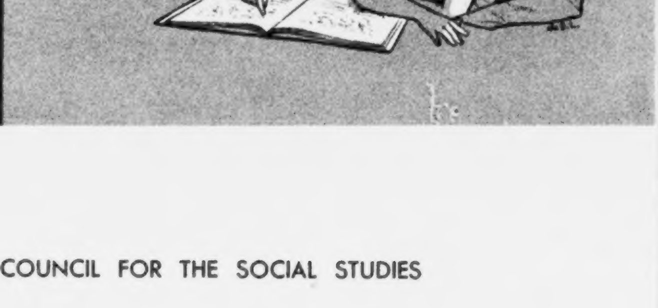
REVISED EDITION



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Children's Books To Enrich the Social Studies

For the Elementary Grades

BULLETIN NO. 32
REVISED EDITION

Children's Books To Enrich the Social Studies

For the Elementary Grades

By HELEN HUUS
The School of Education
University of Pennsylvania

NATIONAL COUNCIL FOR THE SOCIAL STUDIES
A Department of the National Education Association
1201 Sixteenth Street, N. W., Washington, D.C. 20036

PRICE $2.50

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PREFACE

In the Preface to the 1961 edition of this publication, Emlyn Jones wrote as follows: "All who use this compilation will quickly recognize its high quality and the thoroughness with which it has been prepared. They will recognize, too, the helpfulness of the careful selection of titles, the thoughtful organization designed to fit almost any program, the valuable annotations, the grade level designation, and the useful index. These and other features of Miss Helen Huus' work should earn her not only the gratitude but the admiration and respect of thousands of elementary teachers." These words continue to apply appropriately to the 1966 edition.

For the many teachers who live some distance from a well stocked bookstore, or those who teach in an elementary school having no central library, this booklist contains many practical helps. The booklist will serve equally well as a ready reference and time saver for the central librarian in a large school or an individual teacher in a remote area.

The National Council for the Social Studies is pleased to make this compilation of children's books available to the elementary school teachers of the nation. It will be a valuable reference for teachers and will help them with the task of making the social studies vivid and meaningful for children. Because of the larger number of books available since 1961, the task of evaluating and choosing becomes more difficult. Dr. Huus is to be commended by the Council and the profession for her valuable contribution that will enrich the teaching of the social studies.

ADELINE BRENGLE, *President*
National Council for the Social Studies

ACKNOWLEDGMENTS

Although this bibliography has been compiled by one person, the work of others has also played a part. In addition to those who assisted with the first edition, other childrens' librarians have been very helpful in sharing their evaluations of books, in locating books, and in allowing a large number to be checked out at once. Those in the following libraries deserve special mention: The Central Children's Room and the Northeast Regional Library in Philadelphia, the Mason City Public Library, the Northwood (Iowa) Public Library, and the Northwood-Kensett Elementary School Library.

Special thanks are also due three persons who typed parts of the manuscript and assisted with the revision at different stages of its completion:

Mrs. Bette Wright, who checked in order to locate books no longer in print,

Miss Ada Huus, who helped with the final checking, and

Mrs. Eleanor Bennett, who checked the publishers.

Without the help of these individuals, the task could not have been completed on time. The responsibility for the final result, however, is mine alone.

The Author

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* The numbers in italics denote the respective items.

INTRODUCTION

There is no standard pattern for the organization of the social studies in the elementary school. In the primary grades (K-3) the program generally consists of units which draw on all of the social sciences and current affairs, as well as art, literature, music, and even certain phases of science. The principal content in the middle grades (4-6) is drawn from history and geography. Sometimes these subjects are taught separately and sometimes they are fused. Even in the middle grades other areas of knowledge than history and geography are often drawn on to lend breadth and meaning. Though the specific content, the methods of teaching, and the materials used vary throughout the United States, the purposes of social studies are usually the same—for children to learn specific information and to acquire concepts and understandings relative to their own country and the world, to recognize the interdependency of people and nations, to appreciate their American heritage and democratic institutions, to practice democratic living, and to acquire skills that will help them meet problems of the future intelligently.

Using children's books.—Many elementary schools today rely on social studies texts, either a single book or several on different reading levels. While these textbooks usually give an overall view of the required topics, many of the interesting details and explanations must be omitted because of space. Children's books (call them "trade" or "library" books as you wish) have long been used to supplement the texts, but never before have there been so many from which to choose. In these books of fact or fiction, there is space to illustrate daily life in India or Ireland, for example. The activities of the boys and girls in the books make other countries come alive, as pure fact rarely does. And as the countries become peopled with real individuals, and as their ways of living become understood and appreciated, no longer will they be considered queer. The first step toward international cooperation has thus been made.

Children's books not only give additional information, but the aesthetic experience pupils get from the beautifully illustrated, well-written books will leave a pleasurable glow long after the book is finished. But a note of caution in using the books: be sure you have the children check the date of publication. Those on Africa, for example, easily become outdated these days.

There are many ways the books could be used, but one of the most important factors is first to make them so readily available that children literally stumble over them. This I call the "saturation technique"—saturating the environment with so many good books that there is no child who cannot find one that suits him. This means that you check out a group of books to your room for a period of time so that they can be around—on the shelves, beside the bulletin board, on the reading table, on the blackboard ledge. And it is my firm conviction that *at all times* each child should have in his desk a book that he is currently reading. You can handle the surreptitious reading easily enough; in fact you should be grateful for it!

Organization of this bibliography.—Several ways of organizing this bibliography were considered. However, that chosen follows concepts and ideas, rather than unit topics as such, in order to provide flexibility of use with different curriculum patterns. The bulletin is divided into five sections as follows:

I. Our World—dealing with geographical backgrounds, products, and conservation.
II. Times Past—including prehistoric and ancient history, medieval times, early explorations, colonial America, and nineteenth-century America.
III. People Today—containing twentieth-century United States, other parts of North America, the Arctic and Antarctic, Latin America, Europe, Africa, the Middle East, Asia, and Australia.
VI. The World's Work—treating business and industry, communication, and transportation.
V. Living Together—including at home, in our land, and in the world, and celebrating holidays.

Some of the books could have been classified in several categories. For example, should a story of the First Thanksgiving be placed under "Celebrating Holidays" or under "Colonial America"? Each book has been put into the category where its main theme seems best to fit, though of course everybody may not agree with its placement. However, the Index will help you locate a book you wish to find.

Each annotation is numbered consecutively throughout the whole bibliography, and, within each topic, the books are usually listed in relative order of difficulty; the easier books are mentioned first. At the end of the bulletin are a publishers' index and a single author-title index.

Selection of the books.—Each year, many books for children are published—some excellent, some not so good—and the number that could be related to social studies is overwhelming. Although emphasis has been put on representation and recency in selecting books for this bibliography, the literary quality of the writing and the artistic quality of the photographs and illustrations were the main factors within these limits. Some books of less than top grade have been included, where there are only a few available on the subject or where the books were needed to fill a gap. As a result, the list is not of equal quality throughout. The selections have been checked against accepted lists, but their inclusion in or omission from such lists has not been the main reason for their acceptance or rejection here. Some of your favorites may have been omitted, but, since you already know these, you will use them anyway.

No folk tales of any country have been listed, though admittedly these form an important aspect of the culture of a people. That alone is a study in itself. Nor has every book in every series, the Landmark, for example, been included. Those that have proved popular or that filled a definite need were selected, while some omitted may be equally as good. You can find other books in the same series or by the same author and usually get a book comparable in quality to those given. Very few biographies have been used, and there are many of excellent quality available.

The revisions for this edition include the deletion, with a few exceptions, of books no longer in print, and the addition of recent books to fill their places. The number of good books related to the social studies which have been published since 1960, the cut-off date for the first edition, is fantastic, and obviously complicates the problem of selection.

Annotation of the books.—Since the purpose of this bulletin is to aid the teaching of social studies, the annotations tell what the book is *about* rather than about the book. The summary of the contents is as detailed as space permits, and occasionally, but not consistently, evaluations or suggestions for using the book are included as well.

The grading, as indicated by the numbers at the right of the annotations, has been made according to my best judgment for the placement of the book. This is based upon the reading level, both vocabulary and concepts, upon the topic, and upon the treatment of the topic. Sometimes, it is only the proper names that make for difficulty. I have not hesitated to recommend a picture book for middle grades where pertinent; children can learn to appreciate the illustrations and the ideas without considering it a condescension. Obviously, brighter children can read books for grades above them, but in some cases the concepts may require either a good background or personal experience for best use. Some books on junior high level are also included to provide enough ceiling for able readers.

It is hoped that you and the children will find this bibliography useful and interesting. It has been a rewarding task, and your comments and suggestions are hopefully solicited.

Philadelphia, Pa. Helen Huus

I. Our World

Our world today is the product of past ages, both scientifically and culturally. The physical features and how they came to be, the resources yielded by the earth, though often reluctantly, and the preservation of those resources are the topics on which this first section focuses. The approach in this bulletin is similar to that proposed by Wilson and Collings, who suggest the following:

> . . . Such a revised program would (*a*) approach geography first in global and secondarily in regional or national terms, (*b*) emphasize skill in the reading and interpretation of all forms of maps, (*c*) deal with a few representative regional studies of geographic influences on human behavior rather than with the entire sequence of regions now ordinarily covered in the elementary-school program, (*d*) emphasize channels of travel and trade rather than geographic formations as the barriers they once were, and (*e*) stress the development of interest in geography realistically rather than esoterically.[1]

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[1] Howard E. Wilson and Miller R. Collings, "Education for International Understanding." Social Studies in the Elementary School, National Society for the Study of Education Yearbook LVI, Part II, p. 242. Chicago: University of Chicago Press, 1957.

Kenworthy,[2] too, recommends starting with the geographical base—climate, location, resources—then proceeding to a study of the people, their ways of living, and their values, goals, and ideals. Consequently, this group of books is organized under the topics: Geography—general, maps, land, deserts, caves, rivers, weather, snow, rain, and time and the calendar; Products—general, plants, and minerals; and Conservation—general, land, water, and wildlife.

GEOGRAPHY

General

1. THE DAY WE SAW THE SUN COME UP, Alice E. Goudey. Ill. by Adrienne Adams. New York: Scribner, 1961. **K–2**

Two children got up very early one summer morning to watch the sun come up. They saw the sky "all streaked with pearly-pink just like the inside of a scallop shell," and then the sun came up! The story follows them through the day and into evening, when their mother tells them about the turning of the earth that makes the day and night. The colored illustrations on every double page capture the children's spirit of wonder at the changing scenes.

2. FOLLOW THE SUNSET, Herman and Nina Schneider. Ill. by Lucille Corcos. New York: Doubleday, 1952. **2–4**

This easy book clearly explains, through beautiful pictures in purples and reds and a minimum of text, how the earth rotates to produce day and night around the world, and what you would see if you could "follow the sunset." A small picture of the globe with part in shadow and part in light recurs as the earth turns, and the activities of the people in the light are described. Although the book looks simple, there is more information included than first glance shows.

3. GEOGRAPHY CAN BE FUN, Munro Leaf. Ill. by the author. Revised edition. Philadelphia: Lippincott, 1962. **3–4**

The simple line drawings and text clarify the concepts of rotation and revolution. The book describes animal and vegetable life and shows the relation between the terrain of an area and the way people make a living—manufacturing, herding, lumbering, farming, mining, fishing, or helping those who do these jobs. The brief introduction to Canada, the British Commonwealth, and the continents makes this usable as a beginning book. Leaf's humor comes through even this factual approach.

4. THE GOLDEN GEOGRAPHY: A CHILD'S INTRODUCTION TO THE WORLD, Elsa Jane Werner. Ill. by Cornelius DeWitt. New York: Simon, 1952. **3–6**

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[2] Leonard S. Kenworthy, "Studying Other Countries," SOCIAL EDUCATION, XIII (May, 1959), 159-162.

Geography is defined as "the study of life on earth," and this treatment includes rotation, the planets, the composition and changes of the earth, map orientation, and climate. Double-page spreads of the continents are colorful, but the descriptions are so general that this book is more useful after a child has acquired some background. Emphasis is placed upon the adaptation of man to his environment, and the variations in living are pictured attractively.

5. THE UNIVERSE, Herbert Spencer Zim. Ill. by Gustav Schrotter. New York: Morrow, 1961. **4–6**

The author describes how the universe of today is much larger than the known universe of other times. He cites the ruler, clock, and balance as important tools in determining the distance and weight of stars. The circumscribed worlds of the American Indians, the Egyptians and the early Greeks are pointed out, and the discoveries of scientists like Ptolmey, Tycho Brahe, Kepler, Galileo, Copernicus, Newton, Bessel, and Herschel that expanded the knowledge of the universe are told in brief. Modern scientists like Harlow Shapley and Edwin Hubble have helped develop a new concept of our universe as one unit of a greater universe. The measurement of this expanding and shifting universe continues as scientists push forward their explorations into the unknown.

6. RAND MCNALLY BOOK OF NATIONS, Rand McNally. Ill. Chicago: Rand McNally, 1960. **4–7**

The book is organized by continents, beginning with North America (the United States and Canada), then taking South America, Europe, Asia, Africa, and Australia. For each continent, the physical features, political subdivisions, major races, principal religions, economic activity, and important animals are shown pictorially, with a minimum of text. Each country within the continents is listed alphabetically, and pertinent information on topography, population, government, climate, products, and the flag is given. Small principalities and shiekdoms are grouped together for each continent, and special sections treat the African "French Community of Nations" and the "Colonies, Protectorates, Provinces, and Trust Territories," which include the emerging nations. While maps and information can only be accurate at the date of printing, wary readers will recognize this.

7. WHY WE LIVE WHERE WE LIVE, Eva Knox Evans. Ill. by Ursula Koering. Boston: Little, 1953. **5–9**

The book shows in a simple fashion the sweep of history in the United States, from the earliest settlers until the closing of the frontier, and emphasizes the limitations placed on people by geographical conditions. They go where they can find work; so they locate good harbors, rivers, lakes, and mountain gaps that facilitate travel and transportation; and they utilize the natural resources to work at trapping, fishing, farming, shipbuilding, trading, mining, or whatever the land offers. The last chapter entitled "Your Own Home Town" invites children to look about them and find out why people came there to live, how the places got their names, and how people are interdependent upon one another.

8. A CHILD'S GEOGRAPHY OF THE WORLD, V. M. Hillyer. Ill. by Mary Sherwood and Wright Jones. New York: Century, 1929. **5–7**

Although the book was copyrighted in 1929, it was revised and enlarged by Edward G. Huey and printed in 1951 by Appleton. The earlier edition affords an interesting comparison with more recent books of the same type. This book begins with a description, in narrative form, of the world—its shape, its inside, and its variety of people. Succeeding chapters deal with Washington, D. C., sections of the United States, Canada, Mexico, and other parts of the world. For each country, some story or tale is recounted, and though there is a note of condescension in the tone, the information includes interesting details of art, architecture, occupations, religion, famous people, and places. The book is indexed.

Maps

9. THE FIRST BOOK OF MAPS AND GLOBES, Sam and Beryl Epstein. Ill. by Laszlo Roth with some maps by C. S. Hammond. New York: Watts, 1959. **4–5**

Included in this colorful book is a step-by-step procedure for learning how to read maps and globes. Such topics as orientation, landmarks, distance, contour, great circle routes, and types of projection are clearly explained. Detailed instructions are given for plotting a position at sea, and at the end of the book is a list of books about maps, places where maps can be purchased, a glossary of meanings, but unfortunately no pronunciations, and an index.

10. UNDERSTANDING MAPS: CHARTING THE LAND, SEA, AND SKY, Beulah Tannenbaum and Myra Stillman. Ill. by Rus Anderson. New York: Whittlesey, 1957. **5–7**

This book includes the ways that distance, direction, and landmarks are used in mapping the land, sea, and sky. Finding latitude and longitude and showing how these appear on various types of map projections are described, and the book ends with stories of treasure maps—of Cocos Island, Treasure Island of Stevenson fame, the legendary island of Buss, and the lost island of Atlantis. Simple experiments give directions for estimating distance, using landmarks to find height, measuring by solar time, plotting a weather map, and making a compass.

11. MAPPING THE WORLD: A GLOBAL PROJECT OF THE CORPS OF ENGINEERS, U.S. ARMY, C. B. Colby. Ill. with photographs. New York: Coward, 1959. **6–8**

The author's introduction points out some of the startling errors on existing maps and gives a brief history of the Army's part in map-making in the past. The Army Map Service of today is cooperating with twenty-six friendly foreign nations to produce accurate maps. This book describes the work of the Army's survey teams, their training in surveying and cartography, and the instruments they use such as the Tellurometer, the Model III Geodimeter, and computers, as well as the problems the teams face. The men travel on "weasels," elephants, ships and airplanes of all types; they shoot the stars, communicate by radio, and take aerial pictures; and they convert the pictures to maps, print the maps, and make three-dimension models with the help of special equipment and machines that are explained and illustrated.

12. THE GLOBE FOR THE SPACE AGE, S. Carl Hirsch. Ill. by Burt Silverman. New York: Viking, 1963. **5–7**

Changes in knowledge about our world have resulted from explorations and observations. Ever since the shape of the earth was known, attempts have been made to produce flat maps without distortion, but the Space Age has given rise to a renewed interest in globes. This book discusses, in simple terms, features of the new globes, the derivation of a few place names, longitude and latitude (the "street signs"), the earth's shape, rotation and time zones, revolution and the seasons, and the use of satellites for television and to forecast weather, which eventually will operate on a global scale. The last chapter gives brief descriptions of the moon, Venus, and Mars, and concludes that "there is no place like earth." A short bibliography and an index complete the book.

13. SWAMPS, Delia Goetz. Ill. by Louis Darling. New York: Morrow, 1961. **3–5**

This brief book begins with the different kinds of swamps and the way each is formed: marshes, bogs, salt flats, and arctic tundra that thaws during the summer. Animals and plants that live in the Florida Everglades, a Middle Western swamp, and swamps in other countries are described and pictured. One section describes the life of people who live in swampy lands —the Seminole Indians, those who live near the Congo or the Nile, the swamp dwellers of Iraq, the bog dwellers of Ireland, and the cowboys of the Marajo, an island at the mouth of the Amazon. The last section tells what has happened when swamps have been drained and points to the need for "saving the swamp."

Land

14. ROCKS, RIVERS, AND THE CHANGING EARTH, Herman and Nina Schneider. Ill. by Edwin Herron. New York: Scott, 1952. **4–6**

This is an easy introduction to geology that explains concepts clearly through text and simple drawings. Topics include the way rocks are formed, how in time rocks and vegetable matter make soil, how the mineral resources—coal, oil, and gems—develop, and the changes that occur on the earth's surface from erosion, earthquakes, and man.

15. ISLANDS OF THE OCEAN, Delia Goetz. Ill. by Louis Darling. New York: Morrow, 1964. **4–6**

This book tells how islands of the ocean are formed by glacial deposits, volcanic action, and coral reefs, though not all reefs are made in the same way. Plants on the islands close to shore are similar to those on the mainland and have been carried by water and wind (typhoons), ships and planes. Animals may have ridden from the mainland on drifting objects and adapted to the life they found there. People who live on islands are often isolated, but prefer their peace and quiet. The book closes with the mystery of the red stone statues of Easter Island.

16. VOLCANOES AND EARTHQUAKES, Robert Irving. Ill. by Ruth Adler and with photographs. New York: Knopf, 1962. **5–7**

Part I, about volcanoes, traces the development of volcanoes and cites the famous eruptions that grew into Paricutin, that destroyed Pompeii and Herculaneum, that changed the Azores, and that destroyed Krakatoa, as well as other tragedies in Alaska, Sicily, and Martinique. Through text and diagrams, the reasons for volcanic eruptions are explained. Part II contains comparable information for earthquakes. Famous earthquakes in Chile, New Madrid (Missouri), San Francisco, Japan, Alaska, Italy, and Portugal are described, and the last chapter presents the prevailing theory of what makes the earth move.

17. THE EARTH FOR SAM, W. Maxwell Reed. Ill. by Karl Moseley and with photographs. New York: Harcourt, 1930. **5–8**

This book started as a series of letters from a former professor of astronomy at Harvard and Princeton to his nephew, Sam. Included in this account are the prehistoric periods up to the Ice Age. The evolution of plant and animal life, the formation of mountains and rivers, volcanoes and glaciers are told. Although there are difficult terms of the various periods (e.g., Pleistocene) the style is informal and continues to hold the interest of children today. A companion book is THE SEA FOR SAM (Harcourt, 1935).

18. MOUNTAINS ON THE MOVE, Marie Halun Bloch. Ill. with drawings by Robert Gartland and photographs. New York: Coward, 1960. **6–8**

The constant building up and wearing down of the mountains is the theme of this book. The work of water, wind, chemicals, ice, and earthquakes change the face of the landscape. Rivers and glaciers displace the soil, and acids carve out caves. Wind loaded with sand makes ridges and ledges, and sand under pressure turns to stone. Earthquakes cause faults and volcanoes build up new lands. These forces have resulted in a shifting and moving that never ceases, and examples, mostly from the United States, give evidence of the changing conditions. The information is presented interestingly and is well illustrated with photographs and diagrams. An index is appended.

Deserts

19. THE TRUE BOOK OF DESERTS, Elsa Posell. Ill. by Carol Rogers. Chicago: Childrens Press, 1958. **2–4**

What makes the desert, the hot deserts and the tundras, are included in this simple, easy book. Among the animals that live in the desert are pocket mouse, badger, kangaroo rat, pack rat, kit fox, bull snake, diamond back, side winder, Chuckawalla lizard, horned toad, desert turtle, and the road runner bird. Cactus and yucca plants, Joshua trees, salt bush, mariposa lilies, saguaro, and ocotillo are some of the plants that grow there, and nomads are wandering tribes that make the desert their home. Irrigation has turned many desert areas into farm lands, and new areas are continuing to be irrigated. Though the style of this book is rather dull, it does give a good bit of information.

20. All About the Desert, Sam and Beryl Epstein. Ill. by Fritz Kredel. New York: Random, 1957. 4–6

From a general discussion of how deserts are alike and different, what makes deserts, and the life it supports, the author then describes the explorations of de Niza and Coronado in southwest United States, Roy Chapman Andrews in the Gobi, and Caillié in the Sahara. The problems of traveling, working, or harvesting the crops are explained, and the deserts in each continent are described in detail—the terrain, plant and animal life, and the people associated with each.

21. Deserts, Delia Goetz. Ill. by Louis Darling. New York: Morrow, 1956. 4–6

This interesting account of desert life begins with a description of the types of deserts and how they are formed. The name and location of the major deserts of the world are given—the Sahara, Arabian, Gobi, Great Sandy, and the Atacama. A typical desert like the Mojave in California has various cacti, the creosote bush, the yucca, prickly pear, cholla and saguaro plants. The jack rabbit, pack rat, coyote, lizards, rattlesnakes, and the road runner are among the animals of the Mojave, and in other countries, the dingo, the horned viper, cobra, jerboa, gazelle, and camel are found. The Navajo Indians and the nomads of the Sahara have learned to adapt their living to the desert, as have the hunters of the Kalahari Desert in Australia. It is only recently that man has trapped the mineral resources of the desert, and land is being reclaimed through irrigation.

22. This Is the Desert: The Story of America's Arid Region, Phil Ault. Ill. by Leonard Everett Fisher. New York: Dodd, 1959. 5–7

Ancient life in the American desert has been brought to life through the explorations at Casa Grande, the cliff houses at Acoma and the Enchanted Mesa, and the undeciphered writing on rocks. The coming of the Spaniards, the westward push of the Americans, the beginning of settlements, and the recent changes due to the air force bases, the atomic research, and the mining of uranium show the progressive stages by which man has made the desert habitable. The author gives vivid accounts of the struggles of people to survive, as well as some humorous stories like that of Death Valley Scotty's Castle, and tells how the Hoover Dam and other irrigation projects have brought food and power to the area.

23. Desert Caravans: The Challenge of the Changing Sahara, Charles R. Joy. Ill. New York: Coward, 1960. 5–8

Nine misconceptions of the desert are first dispelled, then the author tells of the exciting discovery of rock paintings by two French archaeologists, Carl and Petit. The rock pictures show four periods: the age of the big antelope, the domestic cattle, the horse, and the camel. The importance of the camel and the date palm to the people of the desert is vividly told, and included are brief accounts of the explorations of Mungo Park, Laing, and Caille to Timbuktu, and the ill-fated attempts of Colonel Faltter and General Lapperine to open transportation routes. The great changes brought about by the prospecting for oil and minerals are transforming the desert into an area with airstrips, towns, and trucks. But the chief problem still remaining is that of water.

Caves

24. EXPLORING CAVES, Polly Longsworth. Ill. by Gustav Schrotter. New York: Crowell, 1959. 5–7

In addition to the description of how different kinds of caves are formed and how they are explored, this book also contains stories surrounding specific caves. The history of man as told by the archaeologists from evidence found in caves like those at Altamira, Spain, or by the Dead Sea Scrolls, the dangers that accompany exploration, as evidenced by Floyd Collins and Marcel Loubens, and the animal life found in caves are all discussed. There is an emphasis throughout on the rules for exploration, whether by spelunkers (for sport) or speleologists (for science). Descriptions of famous caves, a glossary, a list of commercial caves in the United States, an author's bibliography, a bibliography for young people, and an index aid those who wish to explore further.

25. THE FIRST BOOK OF CAVES, Elizabeth Hamilton. Pictures by Bette J. Davis. New York: Watts, 1956. 5–7

This book starts by telling how children first found the now-famous caves at Altamira, Spain, and Lascaux, France. Five kinds of caves are described —wind, wave, lava, ice, and limestone—according to the way they are made. The plants and animals living in caves and their adaptation to degrees of darkness are discussed, and the use of caves as homes for people from prehistoric times to the present is told. Some well-known caves like Carlsbad Caverns are described, and the author, who is an enthusiastic spelunker herself, emphasizes the safety rules for exploring caves. There is a diagram showing the location of famous caves in the United States. A glossary and an index complete the book.

26. THE STORY OF CAVES, Dorothy Sterling. Ill. by Winifred Lubell. Garden City, N.Y.: Doubleday, 1956. 5–7

The word "cave" comes from the Latin word meaning "to hollow out," and caves, like animate beings, are born, live, and die. The book explains how caves are made, starting with the formation of limestone from animals, then telling how underground water dissolves the soft limestone, hollows out the caves, and makes stalactites and stalagmites. When the water is shut off, the cave dies. The animals that inhabit various areas of the caves and their adaptation to darkness, the ancient cave-dwellers and their art, the explorers and modern speleologists and spelunkers are all described. A list of famous caves with their locations and an index are included.

27. FIVE BOYS IN A CAVE, Richard Church. New York: Day, 1951. 5–8

This cave story tells how John Walters discovers a limestone cave by accident and tells a neighbor boy, George Reynolds, about it. George introduces him to the Tomahawk Club, and together they plan to explore the cave. John tells his uncle, whom he is visiting, and the uncle helps assemble gear and says he will start a search if the boys are not back by seven that evening. The story is their experiences that one day, including a step-by-step account of their movements, their difficulties, and how each boy meets the dangers and frustrations. Real leadership emerges in George, and blustery Alan forfeits his position. Although there are occasional references that indicate the story is English, the boys could be from almost anywhere. A sequel is DOWN RIVER (1957) that tells of another adventure in the same cave.

28. CAVES OF ADVENTURE, Haroun Tazieff. Translated from French by Alan Hodge. Ill. with photographs. New York: Harper, 1953.
7–9

The caves of Pierre Saint-Martin in the Basque mountains of France were discovered in 1950. The first part of the book describes the author's first expedition in 1951, but the rest of the book tells of the fateful expedition in 1952 when Marcel Loubens, one of the party, fell 35 feet, then rolled 100 more when the hoisting apparatus failed. The detailed account reports the fruitless efforts made to save his life, and Loubens was buried in the cave. The cave he never got to explore was named after him. The story is all the more dramatic because it is true, and the vivid descriptions convey the tense moments as equipment was being repaired.

Rivers

29. RIVERS, Irving and Ruth Adler. New York: Day, 1961. **3–5**

This book tells why rivers are important, how rivers are born, their effect on the land, such as weathering, making valleys and canyons, waterfalls, water gaps, and natural bridges. How a river changes its bed, how rivers are controlled, and how rivers are used for electricity, for travel, and as a water supply are related, and one page gives a description of the water cycle. There is a glossary at the end. The clear diagrams help in the explanations, and the photographs show some well-known rivers and waterfalls.

30. ALL ABOUT GREAT RIVERS OF THE WORLD, Anne Terry White. Ill. by Kurt Wiese. New York: Random, 1955. **5–7**

The importance of rivers and a description of their life span are included in the first two chapters, followed by reports on five of the world's great rivers. The origin of the Nile, the development of the great civilization along its banks, and a description of the river from its source to its delta are covered. The mighty Amazon, the jungle through which it flows, and the rise and decline of rubber production are described, while the importance of the Yangtze as a route of trade and transportation is also emphasized. The story of the Volga is interwoven with the history of the country during invasions by the Khazars, with the river finally becoming a Russian highway linked by five seas by the Volga-Don Canal in 1952. And last, the mighty Mississippi, from steamboat days and the *Natchez-Robert E. Lee* race to the 1927 flood and recent methods for preventing another disaster, is portrayed as truly the "Father of Waters."

31. MINN OF THE MISSISSIPPI, Holling Clancy Holling. Ill. by author. Boston: Houghton, 1951. **6–8**

Minn, a snapping turtle, is born at the headwaters of the Mississippi river in northern Minnesota. One of her legs gets bitten off by a crow, an Indian boy paints her name and date on her shell, and she travels the length of the Mississippi during a twenty-five-year period. This book is the story of her travels. Woven into the text, the colorful full-page illustrations, and the little black and white sketches that surround the text are the history and geography of the Mississippi Valley. Minn finally reaches the Gulf and settles on the buried treasure there.

Weather

32. I LIKE WEATHER, Aileen Lucia Fisher. Ill. by Janina Domanska. New York: Crowell, 1963. **K–2**

Beginning with Spring, the child and his puppy, Skipper, romp through the seasons, feeling the wind and sun and rain, watching the animals and birds, and looking at the night sky. The rhythm carries the reader through the book, and the sprightly pictures, some in soft colors, will satisfy the child who merely looks. The range of vocabulary describing weather's sounds and "feels"—*restless, pings, pounds, hums*—adds to the appeal of the book.

33. EVERYBODY'S WEATHER, Joseph Gaer. Ill. with photographs. Philadelphia: Lippincott, 1944. **4–6**

The first chapter shows how everyone is affected by weather in some way or other—the farmer, sailor, aviator, cowboy, sportsman, trainman, and others. Chapter Two tells how everyone can learn about the weather by observing signs around them, and Chapter Three describes the various aspects weather takes—rain, snow, hail, storms, floods, and the Northern Lights. The last chapter tells what is done about the weather by the U.S. Weather Bureau in forecasting and reporting. Throughout the book many old sayings are included, such as "Fish bite best when the wind is in the west; fish bite least when the wind is in the east."

34. THE FIRST BOOK OF WEATHER, Rose Wyler. Pictures by Bernice Myers. New York: Watts, 1956. **4–7**

Through clear explanations, colorful illustrations, and simple experiments using home-made equipment the various aspects of weather are presented. Starting with the composition and measurement of air, the discussion turns to wind, its measurement and development into planetary winds, hurricanes, and tornadoes. The next sections deal with water in many forms—humidity, dew and frost, fog and smog, rain, hail and sleet, and snow. The last part of the book describes air masses, weather forecasting, and how to read a weather map. Throughout the book the technical words used are defined and illustrated, and there is an index on the last page.

35. Everday Weather and How It Works, Herman and Nina Schneider. Ill. by Jeanne Bendick. New York: Whittlesey, 1951. **5–7**

The book contains the explanation of what makes weather and how to forecast rather accurately. Included are directions for making simple instruments from ordinary materials to aid in weather forecasting for the amateur. Illustrations are clear and large enough to be easily interpreted.

36. Weather in Your Life, Irving Adler. Ill. by Peggy and Ruth Adler. New York: Day, 1959. **5–7**

This clearly written text complemented with easily analyzed diagrams gives a good introduction to the study of weather. Included are the effects of weather on people and their work, the way the sun's heat, air, water, and land combine to form weather, the way wind, tornadoes, rain, hail, snow, and hurricanes are formed, and the instruments and information used by the weatherman in forecasting. Technical vocabulary introduced is clearly explained, there are photographs of different types of clouds and storms, and there is an index. The movement of air masses and the theory proposed in 1956 by Maurice Ewing and William Donn regarding the reasons for the four ice ages are especially interesting.

37. All About the Weather, Ivan Ray Tannehill. Ill. by Rene Martin. New York: Random, 1953. **5–8**

The influence of air, water, the sun, and the earth's rotation and revolution on weather is carefully explained. The development of clouds, rain, hail, snow, sleet, thunderstorms, tornadoes, and hurricanes (or typhoons, cyclones, willy-nilly, or baguio as they are called in other places) is outlined, and the ways of measuring, observing, and predicting weather are told and illustrated. The complex network of weather stations constantly sending information and the work done by about 5000 men and women who have volunteered to keep daily weather records indicate why weather predictions are as good as they are. In the future, electronic brains may solve some of the weather problems of today.

38. Weather: Air Masses, Clouds, Rainfall, Storms, Weather Maps, Climate, Paul E. Lehr, R. Will Burnett, and Herbert S. Zim. Ill. by Harry McNaught. New York: Simon, 1957. (A Golden Nature Guide) **6–9**

This small handbook begins by telling how heat, air movements, and the "water cycle" make the weather. A description of how clouds are formed and what makes rain, snow, hail, dew, and frost are presented, and modern methods of rainmaking are described. The composition of the atmosphere, the earth's rotation and revolution, the origin of highs and lows, and the influence of wind in relation to weather are all included. The rest of the book deals with the stability and movement of warm and cold air masses, the development of storms (thunderstorms, tornadoes, and hurricanes and typhoons), and the instruments and methods used in weather forecasting. There is a short bibliography and an index. This book is more useful as a reference than for cursory reading, and the binding is poor on some editions.

Snow

39. All Ready for Winter, Leone Adelson. Designed and Ill. by Kathleen Elgin. New York: McKay, 1952. **K–1**

The different animals get ready for winter. The birds fly away, the mice build nests, the turtles dig into the mud under the pond, the horse keeps on working, the squirrel finds a hole in the tree, the caterpillar makes a cocoon, and Mother gets out the snowsuit, mittens, and scarf and children are ready for winter, too. There is a companion book, All Ready for Summer, (McKay, 1956).

40. White Snow, Bright Snow, Alvin Tresselt. Ill. by Roger Duvoisin. New York: Lothrop, 1947. **K–2**

The postman, the farmer, the policeman and his wife, the rabbits, and the children get ready for the snow they think is coming. In the night, the town is covered with a white blanket, and in the morning, the postman gets out his big boots; the farmer milks his cows in the snow-light; the policeman stays in bed because he has a chill and his wife knits him a scarf; the rabbits make tracks; and the children make a snowman, a snow house, a snow fort, and have a snowball fight. Then the snow goes, and all of them look for signs of Spring. The pictures are full-page and colorful, with the simple text superimposed.

41. The Big Snow, Bertha and Elmer Hader. Ill. by authors. New York: Macmillan, 1954. **K–3**

The animals and birds were preparing for winter—cottontails, groundhogs, chipmunks, cardinals, sparrows, wood rats, pheasants, crows, squirrels, wood mice, white-tailed deer, skunks, and raccoons. When the big snow comes, some of them cannot find food, but the little old woman puts out seeds, nuts, and bread crumbs until spring comes. The pictures of the animals are clear and colorful, and the story conveys the influence of snow on wildlife.

42. Snow, Thelma Harrington Bell. Ill. by Corydon Bell. New York: Viking, 1954. **3–5**

The three common kinds of snowflakes—stellar, plate, and plate with extensions—are described and illustrated, and types of snow blankets are characterized as light fluffy, damp soggy, and powdery. The helpful and harmful effects of snow masses are recounted, and the way each single flake develops is told in flowing prose and dainty pictures. Differences in the formation of frost, rime, glaze, sleet, and hail are explained, and the success of various ways of producing artificial snow is reported.

Rain

43. Let It Rain! Dorothy Koch. Pictures by Helen Stone. New York: Holiday, 1959. **K–1**

This charmingly illustrated picture book tells what the two children do when it is raining. They paint, make a doll bed, cut paper snowflakes, blow bubbles, ride broomsticks, listen to music, mold a bowl, and have a tea party. Then they put on their rain clothes and play in the rain till it stops and the sun comes out.

44. THE BIG RAIN, Françoise. Ill. New York: Scribner, 1961. **K–2**

In simple language and with Françoise's typically gay style, the story of a flood is told. The family goes to the second floor after the animals have been taken to the hill, and Madelon, the duck, leads the rescuers to the house. After the sun comes out and the water recedes, Jeanne-Marie and the other children help with the cleaning up.

45. RAIN DROP SPLASH, Alvin Tresselt. Pictures by Leonard Weisgard. New York: Lothrop, 1946. **K–2**

The story of rain and where it goes from a pond, to a brook, into a lake, into a farmer's meadow, and to the river that ran first by a town, then by a city, and finally into the sea. The simple text is beautifully illustrated with several double-page as well as single-page pictures. The end papers showing rain in the woods are especially effective.

46. THE STORM BOOK, Charlotte Zolotow. Ill. by Margaret Bloy Graham. New York: Harper, 1952. **K–3**

The impressive illustrations, full of motion, and the descriptive text combine to make this an unusual picture book for young children. The story is simply that of a summer rainstorm—how it builds up from the heat of the day, the lightning and accompanying thunder, and the effect of the storm in the country, in the city, at the seashore, and in the mountains, with a beautiful rainbow following the storm. The little boy who watches the storm asks his mother "What was that?" as each new phase approaches, and his mother quietly reassures him each time so that he is not afraid.

47. NOT ONLY FOR DUCKS, Glenn Blough. Ill. by Jeanne Bendick. New York: Whittlesey, 1954. **1–3**

This simple story shows the importance of rain to city and country alike. The way in which plants use water, the way frog's eggs hatch into tadpoles and develop into a frog in the pond, and what happens when there is no rain are described in text and picture. When the rain finally comes, even Mike, who thought rain was "only for ducks," is glad.

48. HURRICANES AND TWISTERS, Robert Irving. Foreword by Ernest J. Christie. Ill. by Ruth Adler and with photographs. New York: Knopf, 1955. **4–6**

This detailed description of hurricanes and tornadoes explains how they are "born," how they develop, their paths, their length of life, and the great damage they do. Hurricanes Carol, Edna, and Hazel are described, and how hurricanes came to be called by girls' names is explained. The freak action of storms include lifting cows and setting them down, driving straws through thick wooden boards or a plank through a tree trunk, "exploding" houses, and tearing off roofs. The storm waves of water and their destructive power are also described, as are the efforts of the weather buerau in learning more about storms and giving people adequate warning. The appendix includes the Beaufort scale for wind velocity and an index.

49. Thunderstorm, Thelma Harrington Bell. Ill. by Corydon Bell. New York: Viking, 1960. **6–9**

The stages by which a thunderstorm develops, the experiences of fliers and glider pilots in thunderclouds, and the experiments of Franklin and others with lightning and electricity are explained in detail and illustrated by diagrams. Myths and superstitions of the ancients, such as the American Indian thunderbird and Thor's hammer causing thunder, are mentioned, and several precautions that should be taken during a thunderstorm are given in the last chapter. The book also includes a short index.

Spring

50. Really Spring, Gene Zion. Pictures by Margaret Bloy Graham. New York: Harper, 1956. **K–1**

When Spring is late in coming a little boy suggests they paint flowers and spring scenes on all of the buildings, bridges, and other places in the city. They get permission and convert the city to a sprightly place of flowers and trees. In the night, a rain comes and washes off all their paint but started everything growing until it really was Spring. This gay book should help lift the spirits of those who are tired of winter.

51. "Hi, Mister Robin!", Alvin Tresselt. Ill. by Roger Duvoisin. New York: Lothrop, 1955. **K–2**

The little boy was tired of winter and wanted spring. He asked several people when it would come. His mother said he would see crocuses; his granfather said the peach trees would bloom; and the robin said it was already here and he should use his eyes and ears. So the little boy found the pussy willows, but still he grew tired of waiting. Soon the days grew warmer, the rain fell and the plants grew, birds came back, the peach tree bloomed, the crocuses came, and the boy found the robin to tell him it was spring. The pictures are charming and the colorful end papers add greatly to the jaunty air of the book.

Time and the Calendar

52. The True Book of Time, Feenie Ziner and Elizabeth Thompson. Ill. by Katherine Evans. Chicago: Childrens Press, 1956. **1–3**

Time can be measured by the sun, by a shadow stick, a sundial, a candle clock, by burning rope, by water clocks, an hour glass, or a clock. Each of these ways is pictured simply and explained, and the last page gives things to remember in telling time by clocks.

53. Clocks Tell the Time, Alma Kehoe Reck. Ill. by Janina Domanska. New York: Scribner, 1960. **4–6**

Clocks through the ages are described in this book with attractive illustrations adapted from museum photographs and pictures. There have been shadow clocks, sundials, water clocks and sandglasses, bell clocks and candle clocks, and atomic clocks. At first, clocks measured only time elapsed, or as the sundial, were useful only part of the day. Early tower clocks had just the hour hand and were driven by weights. Later, the pendulum came into use. The contributions of men like Galileo, Huygens, Henlein, Seth Thomas, Simon Willard, Ingersoll, and Dr. Zacharias have led to our modern timepieces, although some of the most famous clocks today are those that have stood for years.

54. UNDERSTANDING TIME: THE SCIENCE OF CLOCKS AND CALENDARS, Beulah Tannenbaum and Myra Stillman. Ill. by William D. Hayes. New York: Whittlesey, 1958. **5–7**

This discussion shows how time can be measured by waterclocks, sundails, sand in an hourglass, the Nuremburg Egg, and an atomic clock. The standardization of time around the world and the various time zones are explained, and the relative nature of time is discussed. The book has an index.

55. KEEPING TIME, Walter Buehr. Ill. by the author. New York: Putnam, 1960. **5–7**

This book contains explanations of how our calendar evolved, how time can be gauged from the stars, and how mechanical timekeepers, like the hourglass and waterclock, have been developed. The work of the early clockmakers and the standards imposed by their guild are included, as is the story of the dollar watch. The long struggle by John Harrison to get Parliament to give him the prize money for his chronometer is recounted, and many of the other men whose inventions and improvements have resulted in making clocks and watches available today are mentioned in brief. There is a short glossary and an index.

56. THE RIDDLE OF TIME, Thelma Harrington Bell and Corydon Bell. Ill. by Corydon Bell. New York: Viking, 1963. **5–8**

Time as personal experience of past, present, future, and conditional is first presented, along with a brief description of the development of the time concept in children. The evolution of our calendar from the systems devised by the Mayas, the Egyptians, and Pope Gregory is told, and a suggested new World Calendar is given on page 46. One chapter traces the inventions of various types of clocks, and another recites the steps that led to the standardization of time on Sunday, November 18, 1883. The time or rhythm of all living things, including the pacing of life cycles, and the determination of geologic time by measuring radioactive substances are also discussed. The book closes with a chapter on scientists, Copernicus, Galileo, Kepler, Newton, Romer, and Einstein, who have contributed to our current state of knowledge. A brief index is included.

57. TIME IN YOUR LIFE, Irving Adler. Ill. by Ruth Adler. New York: Day, 1955. **6–9**

The development of the measurement of time through history is described, and the rhythms found in the motions of the earth, sun, and moon are pointed out. Rhythm in life, rocks, the atom, space, and in work and play are mentioned, and the various types of newer clocks as well as time around the world are explained. Directions for making a perpetual calendar from 1951 to 1999 are given on the jacket and on page 42 of the book, and there is an index.

PRODUCTS

General

58. THE GREAT HERITAGE, Katherine B. Shippen. Ill. by C. B. Falls. New York: Viking, 1947. **5–7**

Each chapter in this interestingly written book contains factual material plus some of the folklore about the development of the natural resources of the United States. Included are fur-bearing animals, lumber, tobacco, wheat, corn, cotton, cattle, whales, gold, coal, steel, oil, fruit, and water power. Paul Bunyan, Pecos Bill, Stormalong, Joe Magarac, and Johnny Appleseed are mentioned, as well as the people whose work has been responsible for wresting the produce from the earth. Each chapter is introduced by a short quotation from famous Americans—Walt Whitman, Stephen Vincent Benét, Carl Sandburg, Louis Untermeyer. Woven throughout is the need for conservation to insure the future. The bibliography also includes records and films.

Plants

59. THE FIRST BOOK OF COTTON, Matilda Rogers. Pictures by Mimi Korach. New York: Watts, 1954. **3–5**

A detailed description of cotton from seed to finished cloth constitutes the main part of this book. Included are the history of cotton, its part in early America, its enemy the boll weevil, inventions that helped, the uses of cotton seeds, and a few of the ways cotton is used today. A page of interesting facts about cotton, a glossary, and an index are appended.

60. FRUITS WE EAT, Carroll Lane Fenton and Herminie B. Kitchen. Ill. by Carroll Lane Fenton. New York: Day, 1961. **4–6**

Everyday fruits are divided into four principal groups—those with cores, with pits or stones, with several seeds scattered, and with clusters of small fruits like raspberries. One by one, the author discusses these fruit groups, classifying the common fruits into the categories. The reproduction cycle is explained briefly, and the botanist's definition of "fruit" is distinguished from that of "everyday" use. The latter part of the book deals with less well-known fruits like mangoes, spondias, papayas, guavas, the Malay apples, cherimoyas, papaw, and mangosteen. The many artistic black and white drawings clarify the text, and there is an index.

61. THE PICTURE BOOK OF TEA AND COFFEE, Anita Brooks. Ill. New York: Day, 1961. **4–6**

While this picture book does not contain a cohesive text, nearly half the space is devoted to clear photographs that illustrate the processes. The first half of the book shows the tea on the plantation, at the factory, and being exported by various means. The second part of the book shows similar processes for coffee. Both pictures and story depict people in many countries around the world, emphasizing their universal appeal. A map shows production areas, and an index aids in using the book.

62. PLANTS THAT FEED US: THE STORY OF GRAINS AND VEGETABLES, Carroll Lane Fenton and Herminie B. Kitchen. New York: Day, 1956. 5–7

The history of the development of grains and vegetables as food is given in this factual book that traces most of these foods back to the Mediterranean and Middle East or to Mexico and South America. Foods are described by families, with illustrations that show similarities among seemingly unrelated plants. Included are corn (maize), barley, rye, wheat, rice, legumes, useful nightshades (potato, eggplant, tomato, ground cherries, and Indian peppers), lettuce, sweet potatoes, spinach, rhubarb and buckwheat, carrots, the lily family (asparagus, onions, leeks), the cotton family (okra), mustards (including radishes and turnips), cabbages, and the gourd family. The last chapter deals with breeding better plants.

63. THE TREE ON THE ROAD TO TURNTOWN, Glenn Orlando Blough. Pictures by Jeanne Bendick. New York: Whittlesey, 1953. 2–5

The story begins the day Skipp stepped on the acorn that the squirrel had dropped in his hurry. From then on, as the seasons come and go, the oak tree grows, survives the rabbits who started to chew its bark, the insects that were killed by the orioles, and the fire that was quenched by the rain, then grows up to be a big tree. When finally it is sold, parts of the tree end up in a new ship, a bridge, and a house. The facts are simply told, and the book is illustrated nicely.

64. GIFTS FROM THE FOREST, Gertrude Wallace Wall. Ill. with photographs by John Calvin Towsley. Revised edition. New York: Scribner, 1958. 4–7

Each operation, from the time a tree is marked for cutting in the forest until the finished planks are used for crates or homes, is described and illustrated. The technical names of all the workers, their operations and machines are given the fallers, bushing, the cats, the shovel leader, the scaler, the hookers, the top-loaders, the hoister, chaining, the sinker, and so on. The havoc wrought by forest fires is shown, and the need for conservation practices like those of the "Tree Farm" organization are pointed out. End papers show forest regions of the United States.

65. TIMBER!: FARMING OUR FORESTS, Walter Buehr. Ill. by the author. New York: Morrow, 1960. 5–7

This description of lumbering, told in a simple, direct manner, begins with information on how a tree grows, then lists the kinds of trees commonly found in our country. A brief history includes the exploration of lumber by the early Norsemen and by the colonists. Life among the lumberjacks as they moved westward, leaving the denuded areas behind, and the tall tales they told of Paul Bunyan and Babe are also described. Problems of fire, blight, and pests are constantly being studied, and modern tree-farming and lumbering methods are being applied to reduce the waste and increase the yield. There is an index at the end of the book.

66. THE MAGIC OF RUBBER, E. Joseph Dreany. Ill. by the author. New York: Putnam, 1960. **4–6**

The emphasis in this book is on the many contemporary uses of rubber in our homes, and for transportation, industry, and defense. Included also are simple descriptions of the collection and preparation for shipment of native rubber in Sumatra, a short history of the use of rubber in Haiti and among the Mayans, and the contributions made by Dr. Joseph Priestly, Charles Macintosh, Charles Goodyear, and others to the processing and use of natural rubber. The creation of synthetic rubber as a result of experiments by Michael Faraday and Granville Williams is told, and modern methods of making automobile tires and other ways of treating rubber are described, with the caution that the future will bring even more and different uses. A glossary and an index complete the book.

67. RUBBER: NATURAL AND SYNTHETIC, Walter Buehr. Ill. by the author. New York: Morrow, 1964. **4–7**

The discovery of rubber was probably first made in the jungles of the Amazon River in South America. Although rubber is obtained from several plants, the hevea tree produces the best, most reliable, and largest yield of latex. The difficulties in finding a method for curing rubber were finally solved by Charles Goodyear, and a brief biographical sketch is included in the book. The growing demand for rubber resulted in the development of East Indian rubber plantations, and as a result of World Wars I and II, various types of synthetic rubber were developed. The processes of preparing both natural and synthetic rubber are described, and the many uses of rubber, such as the pneumatic tire invented by John B. Dunlap, are mentioned.

Minerals

68. WHO FISHES FOR OIL?, Norman Bate. Ill. by the author. New York: Scribner, 1955. **K–3**

The shrimp boat is tired of fishing for messy fish so he decides to help fish for oil. But everyone he asks tells him he is too small. He asks the tug that pushed the barge, and the crane that took the oyster shells from the barge and piled them into the sea to make a firm place for the drilling barge. The drilling barge ordered him out of the way, the derrick barge lifted sections of the drilling tower, the drilling pipe was put in place and the drilling down ten thousand feet began. But a hurricane came and the shrimp boat took the men ashore. So he got the job of running errands. One day they struck oil, and it spurted over everything before the flow was stopped. The shrimp boat decides he would rather fish for shrimp because it is cleaner. But he has learned "Who fishes for oil." This will need to be read to children in lower grades.

69. OIL, TODAY'S BLACK MAGIC, Walter Buehr. Ill. by the author. New York: Morrow, 1957. **5–8**

The first part of this clearly written book answers the question, "What is oil?" Following this, the history of oil is given, including the first well at Titusville, Pennsylvania, in 1859. The problems of transporting oil by barge were solved with the coming of the railroad, and the decrease in the demand for kerosene was accompanied by an increase in the demand for gasoline, both products obtained from oil. The discovery of new oil fields—in the United States, the Middle East, Indonesia, and South America—and the kinds of geological formations necessary for an oil deposit to form are discussed. The complete process is traced—drilling the well, transportation, distribution, storage, refining—and many uses for the products are mentioned.

70. THE STORY OF GOLD, Ruth Brindze. Ill. by Robert Bruce. New York: Vanguard, 1955. **4–6**

The influence of gold on the course of history is clearly shown by Amenemhat of Egypt who extracted tribute in gold from conquered nations, by Romans who used gold also for coins, by the alchemists who were constantly searching for the formula for gold, and the explorations of Cortez and Pizarro in their search for gold in America. The gold rushes of North Carolina, California, and Australia are described, and the protection of the United States gold reserves at Fort Knox, Kentucky, is explained. The colorful pictures add to the book greatly.

CONSERVATION

General

71. THE TRUE BOOK OF CONSERVATION, Richard Gates. Ill. by the author. Chicago: Childrens Press, 1959. **2–4**

The simple text and colorful pictures tell the story of the need for and ways of conserving natural resources. The first part describes the country as it was before the white man came, telling how the forests held the water, the squirrels scattered seed, the beaver built dams, and the birds ate harmful insects. The devastation following the clearing of the land and cutting of the forests required new ways to reclaim the land. Conservation is described as leaving trees, birds, and insects alone, planting new trees as old ones are cut down, preventing and controlling forest fires, conserving soil by plowing cross furrows and filling in gullies, protecting wildlife, and restocking streams. This is an effective introductory book for lower grades.

72. THE FIRST BOOK OF CONSERVATION, F. C. Smith. Pictures by Rene Martin. New York: Watts, 1954. **4–6**

The importance of the balance in nature and of the contribution of plants, insects, birds, and animals in preserving this balance is explained. Until the settlers came to America, the land was constantly being built up, but with the indiscriminate plowing up of grassland, cutting of forests, pollution of streams, and misuse of the soil, the natural resources were depleted drastically. To reclaim the land, water, and forests, conservation methods of contour farming, selective cutting and reforestation, shelter for wildlife, prevention of forest fires, flood control and irrigation, crop dusting, replenishing fish in streams, and laws to protect certain birds and animals must be put into practice. The section "What You Can Do" gives several suggestions, and the glossary, index, and books recommended should be helpful.

73. FREEDOM AND PLENTY: OURS TO SAVE, Wilfrid S. Bronson. Ill. by the author. New York: Harcourt, 1953. **4–7**

Through straightforward text and humorous, graphic illustrations on nearly every page, the author-artist presents a comprehensive overview of conservation. The title page includes "The Conservation Pledge," and the first chapter shows how "the nation's freedom and the country's plenty" are interdependent. What happened to the original rich resources to make the valley of the "Muddyflow River" is traced, and the way to change it to "Cleargood River Valley" is described. Conservation methods such as building a dam, fencing the forest against grazing animals, treating garbage and sewage, improving farms, or even moving cities are explained. What the government is doing and what children and adults can do for conservation shows how America can become a pleasant, productive place to live.

74. Conservation in America, Dorothy Childs Hogner. Decorations by Nils Hogner. Philadelphia: Lippincott, 1958. **7–9**

Part One of this factual book describes how early settlers in America depleted the natural resources of the land—the beavers, birds, bison, and sea otter, the forests, the fish, the grasslands—and became the victims of raging flood waters. Part Two shows what steps are currently being taken by private and public agencies to restore and conserve the resources—wildlife, the forests, the fish, the land, and the waters. The book contains much statistical information and there is an excellent directory of conservation agencies in the Appendix. The book is also indexed.

Land

75. Thanks to Trees: The Story of Their Use and Conservation, Irma E. Webber. Ill. by the author. New York: Scott, 1952. **2–4**

Trees as plants, the uses of trees, and the need for conservation are told in this easy book. The uses of the fruit, seeds, leaves, flowers, sap, bark, and roots of various kinds of trees are outlined, and there is a section on the use of wood and pulp. The greater part of the book, however, deals with the effects of rain and snow, of people, and of fire. The conservation methods needed to save and increase the forests are simply told.

76. Dust Bowl: The Story of Man on the Great Plains, Patricia Lauber. Ill. with photographs; maps by Wes McKeown. New York: Coward, 1958. (A Challenge Book) **5–7**

The book begins with a vivid description of the dust storms of the 1930's, then goes back four hundred years to when the first Spanish explorers came to the Great Plains. What happened to the grasslands when people started raising cattle and sheep and when homesteaders plowed up the plains, coupled with the drought of the 1930's, is dramatically shown in photographs, one where an automobile is half covered with dust and another where the piles of dust along the fence look like drifted snow. With the help of the Soil Conservation Service, the land is being reclaimed through practices like contour plowing, terracing, strip-cropping with cover crops, and other means of soil and water conservation. That results are already noticeable is evidenced by the relatively little damage done by the drought of the early 1950's, which was the worst ever recorded. The proper use of the land indicates a bright promise for the future.

77. High Timber: The Story of American Forestry, Charles Ira Coombs. Ill. with photographs. New York: World, 1960. **7–9**

Through well-selected photographs and clearly written text, this book explains the importance of trees as a product, as plant cover on a watershed, as a refuge for wildlife, and as a recreational area. The way in which the forests are logged, the uses for bark, chips, and sawdust, and the devastation caused by fire, disease, and pests are told in a direct, straightforward manner. The last chapter, "Future in Forestry," suggests that research is already showing the way to improved methods for using and protecting the forests. There is a thread of conservation that runs throughout the story, for unless the wasteful practices end, the lumber and other forest products will be depleted.

Water

78. WATER: RICHES OR RUIN, Helen Bauer. Ill. with drawings and photographs. New York: Doubleday, 1959. **3–6**

Although the contents of this book seem directed specifically to conservation in California, the topics treated have wider application. The causes for depletion of the water supply—the cutting of forests and the plowing of land, the subsequent erosion and disturbance of the balance of nature—can only be remedied by practicing the conservation measures that will correct past errors. Contour and strip planting, terracing, building dams in gullies, planting cover where needed, careful grazing, fire protection, flood control, and irrigation are all needed. Although there is a tone of evangelism in this account, the photographs are good and the information pertinent.

79. THE FIRST BOOK OF WATER, Frances C. Smith. Pictures by Mildred Waltrip. New York: Watts, 1959. **4–6**

The readable text and simple, colorful illustrations present clearly the importance of water to man, the water cycle, the formation of rain and snow, the uses of water for plants, animals, people, transportation, and power, and the many ways by which water can be conserved. Interesting sections describe the St. Lawrence Seaway, the development of nuclear power, the TVA, and what can be done by everyone for conservation. There is a one-page index.

80. WATER FOR AMERICA: THE STORY OF WATER CONSERVATION, Edward Harrison Graham and William Richard Van Dersal. Ill. with photographs. New York: Oxford, 1956. **5–7**

Each double page contains a clear photograph on one side with accompanying text on the other. The topics deal first with water in its various forms—snow, rain, and clouds, then with the water on the earth and the many uses of water in homes, industry, for transportation, farming and irrigation. The way in which water tears down the land is vividly shown, and the need for many kinds of conservation measures to conserve both land and water is clearly pointed out. That planning must be done on a "watershed" basis is emphasized in order to provide the water needed.

81. WATER: OUR MOST VALUABLE NATURAL RESOURCE, Ivan E. Green. Ill. with photographs. New York: Coward, 1958. **6–8**

Where water comes from, where it goes, and what it is used for are told through text and excellent photographs. The effects of too much or too little water and the pollution of once-clear streams are vividly shown. The wise use of water by improved methods of farming (contour, terracing, strip-cropping) and by conservation methods like ponds, grassed waterways, gully control, and watershed management is necessary if water is to be useful for homes, industry, wildlife, and sports. Throughout this book the author quotes both poetry and prose to emphasize or clarify his point. A short bibliography, a glossary, and an index are included.

82. THE STORY OF DAMS: AN INTRODUCTION TO HYDROLOGY, Peter Farb. Ill. by George Kanelous. Irvington-on-Hudson, N. Y.: Harvey, 1961. **6–9**

A great deal of specific information about dams, most of which are in the United States, is included in this book. The reasons for building dams, the various kinds—the gravity, arch, or buttress ones of concrete, the earth dam, the hollow concrete dam, or combinations—are described and illustrated with photographs and cross-cut diagrams to show how each operates. The importance of these barriers in flood control, in providing a constant water supply for cities or for irrigation, in providing electric power, and in soil, water and wildlife conservation are emphasized with special reference to the Columbia River System and the TVA. In Chapter 13, directions are given for experiments children can do in drawing a map of their area and in building their own dam. A pronouncing index, a useful bibliography, and a list of about 200 dams that can be visited complete the volume.

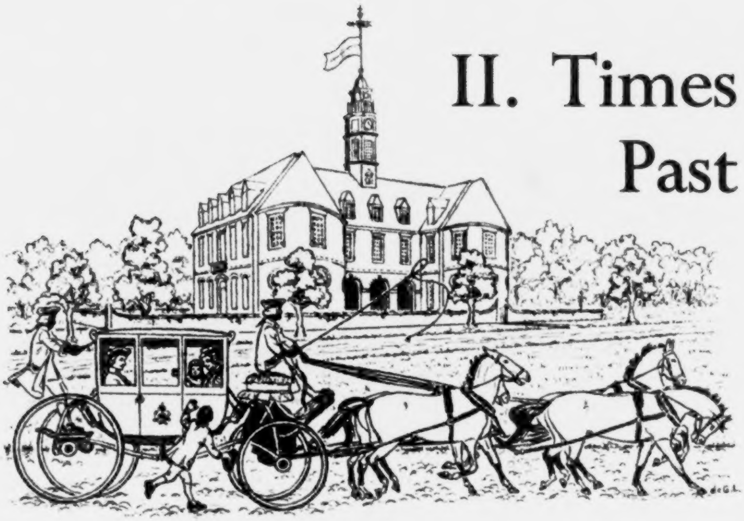
Wildlife

83. DEER IN THE SNOW, Miriam Schlein. Ill. by Leonard Kessler. New York: Abelard, 1956. **K–3**

One evening after the snow, Eddie, Jane, and their father see three deer eating their garbage. So the next day they put out oats and alfalfa and water for them and continue to do so through the winter. When spring comes, the deer leave but a while later Eddie and Jane see them drinking at the pond, and there is a fawn with them. A slight story, but it shows the need for helping wildlife during the winter. The pictures are inconsistent in quality.

84. WILDLIFE FOR AMERICA: THE STORY OF WILDLIFE CONSERVATION, Edward Harrison Graham and William R. Van Dersal. New York: Walck, 1949. **5–8**

Each double-spread contains one page of excellent photographs and one of text. The book describes wildlife in the beginning, tells how a change in the environment means a change in wildlife, and points out the need for adequate cover to maintain the birds and animals. The importance of wildlife as sport, for business, and to the farmer are discussed, and adequate conservation measures in field and pasture, hedges, ponds and streams, and woodland are described. Although there is no apparent organization to the book, each double page treats its topic well, and the total covers many aspects of the preservation of wildlife. The authors have another volume entitled THE LAND RENEWED (Walck, 1946).



II. Times Past

Until children are about twelve years old, they have no real notion of chronology, and then a rather limited one, just as adults have difficulty in comprehending the span of years between the Stone and Bronze Ages or between 4000 B.C. and 3000 B.C. Consequently, history in the elementary school concentrates more on certain incidents, experiences, or people that make a specific period come alive. Wilson and Collings state it well when they say:

> In a sense, the history program of the elementary school could be formulated as a series of case studies within a broad chronological framework. Illustrative selections from Roman History, for example, may give pupils a better sense of the social process than a summarized view of the Roman era. The selected case studies, however, should not—or at least should not all—be cross-sectional analyses of life at a given moment; they should illustrate movement, should reveal a process by which change and adaptation occur. They should clarify for pupils how one incident merges into another. They should contribute to the pupils' intelligent expectation of change in his own world and in international affairs. They should embody both history and geography, for one cannot fully be taught without the other.
>
> It is important, in studying both literature and history that the social process be humanized, that it be made real and not remote, concrete and not abstract. Elementary-school pupils need continually to be reminded that "history is people." To this end, emphasis on biography is important, not for the sake of a "great-man theory" but for the sake of seeing personal participation in the historical process. The story of a

> lifetime can be told in terms which make the continual movement of social forces and the inexorable adjustment of events clearer for young children.[1]

In this section, the books relating to history have been arranged chronologically under titles, and usually according to difficulty within topics. These concentrate mainly on American history, for the books about other countries found in Part III often include both a historical and geographical overview before describing the country today. Since there are relatively few books for elementary school children in the periods prior to 1450, these have been grouped into two categories: Ancient History (to A.D. 476), including prehistoric times, archaeological discoveries, and ancient civilizations, and The Middle Ages (476-1453). Successive periods are divided into: Explorations and New Ideas (1453-1600), Colonial America (1600-1800), and America Grows Up (1800-1900). Contemporary America is included with other countries in Part III.

Biography is an ever-increasing area in children's books. Since the compilation of the actions of people in a given era produce the history, the books of biography have been placed in the period where the person made his greatest contribution. Not many of the good biographies are listed, but samples representing the series and the authors have been included. Among the authors noted for their biographies of young children are Ingri and Edgar Parin D'Aulaire, Augusta Stevenson, Alice Dalgliesh, and Opal Wheeler and Sybil Deucher, who concentrate on artists and musicians but are not represented in the bibliography. The Childhood of Famous Americans Series by Bobbs-Merrill has many titles for use in grades three and four.

For middle grades (four to six) authors of historical fiction (and most of the historical books for children are fictionalized to some degree) include Marguerite De Angeli, Holling C. Holling, Sonia Bleeker (especially on Indians), and of course Laura Ingalls Wilder. The writers of biography include Ronald Syme, Iris Vinton, Esther Averill, Clara Ingram Judson, Genevieve Foster, Jeanette Eaton, and Catherine O. Peare.

For older children or more advanced readers, biographies by James Daugherty, Nina Brown Baker, and Marguerite Vance, as well as several of those who write for younger children, are suitable.

The Signature Books, a series of biographies by Grosset and Dunlap, and the biographies of Julian Messner, Inc., offer other interesting, readable books for the middle grades.

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[1] Howard E. Wilson and Miller R. Collings, "Education for International Understanding," SOCIAL STUDIES IN THE ELEMENTARY SCHOOL, National Society for the Study of Education Yearbook LVI, Part II, p. 244. Chicago: University of Chicago Press, 1957.

Two popular series are the Landmark (and the Landmark Giant) Books and the World Landmark Books, both by Random House. Only representative titles could be included here, but you will want to get the complete listings. Their format is most enticing to children, and the books are written by authors of note. The North Star Books by Houghton Mifflin are another series with similar content, and the American Heritage and Horizon Caravel books deal with social studies topics and are written for junior high level and up.

The bibliography which follows is admittedly spotty, and the heroes included have been chosen arbitrarily. However, with this to start you off, you should have no difficulty finding others. Your problem will be rather how to stop.

ANCIENT HISTORY, TO A.D. 476

Prehistoric Times

85. LIFE STORY, Virginia Lee Burton. Ill. by the author. Boston: Houghton, 1962. **4–6**

Written as a play in five acts, with a Prologue and an Epilogue, this story tells of life on earth "from its beginning up to now." The Prologue describes the evolution of the earth in six scenes; Act I describes life on earth during the Paleozoic Era; Act II, during the Mesozoic; Act III, the Cenozoic; Act IV, the age of man until about a hundred years ago; and Act V, twenty-five years ago up to the present. The Epilogue depicts the "endless chain of time," and throughout the book the plants and animals march across the pages and into history. Beautifully designed colored pictures illustrate each scene, and the total places present-day seasons and day and night, against the backdrop of history. The pictures, particularly toward the end of the book, are reminiscent of THE LITTLE HOUSE.

86. THE FIRST PEOPLE IN THE WORLD, Rose Wyler and Gerald Ames. Pictures by Leonard Weisgard. New York: Harper, 1958. **3–5**

The story of the evolution of animals with hands from the insect-eater, lemur, monkey, and ape to man is described in easy text and striking illustrations. The development of speech, the learning by children from the adults, the improvement of tools, the discovery of how to make fire, the harvesting of wild grains, the planting of gardens, and the domestication of animals, first by chance then later by design, are told. That all of this took many, many years is pointed out, as is the fact that today we follow those who have gone before.

87. PREHISTORIC AMERICA, Anne Terry White. Ill. by Aldren Watson. New York: Random, 1951. (A Landmark Book) **4–6**

Life in America millions of years ago is pieced together from the discoveries of fossils in different parts of the country. Peter Dobson of Connecticut thought scratches on boulders were made by ice, and his theory was supported by the Swiss scientist, Louis Agassiz, who visited America in 1846. Powell's trip down the Colorado River, Marsh's discoveries of bones in the West, James Cook's discovery in Wyoming, the Pitch Pit on Rancho LaBrea near Los Angeles, "Minnesota Man" found in 1931, Mark Harrington's find in the Gypsum Cave near Las Vegas, the Weatherill boys' discovery of the homes of Basket Makers, and the excavations of the mounds all helped scientists reconstruct prehistoric times. The time lines included in the last chapter of this book give some historical perspective to these long-ago periods.

88. THE STORY OF THE ICE AGE, Rose Wyler and Gerald Ames. Pictures by Thomas W. Voter. New York: Harper, 1956. **5–7**

Louis Agassiz, a Swiss scientist, advanced the theory that ice had once covered the northern part of Europe and deposited earth and boulders from farther north as it melted. He checked his theory in America, too, and other scientists came to agree with him. How glaciers are formed and why they advance and recede is explained clearly in this book, and the plants and animals that lived during this period are described. Neanderthal man, following the third ice sheet, and the Great Hunters that appeared after the fourth and last ice sheet have left their marks. The cave paintings in France and Spain depict scenes of the hunters, and some scientists believe these men were the ancestors of the Eskimos of today, who have also adapted themselves to living in a frozen world. One theory advanced as the reason for the Ice Age is the change in declination of the earth, and the suggestion is made that perhaps with atomic energy man can learn to control the problem of ice.

89. THE CAVE HUNTERS, William E. Scheele. Ill. by the author. New York: World, 1959. **5–7**

What happened fifty thousand years ago when Neanderthal and Cro-Magnon cave men were living is told in this short book, which serves as an introduction to a study of ancient peoples. The art they left in the caves of France and Spain depicts their life. The book begins with the accidental discovery of the cave at Lascaux, France, in 1940, and closes with the receding of the glaciers. The pages are filled with the struggle for existence, the adaptation to the environment, and the development of *homo sapiens*. The author is the Director of the Cleveland Museum of Natural History and writes from a background of accurate fact.

90. THE FIRST MEN IN THE WORLD, Anne Terry White. Ill. by Aldren Watson. New York: Random, 1953. (A World Landmark Book) **5–8**

The slow process by which the story of prehistoric man, particularly Stone Age Man, has been put together is interestingly described in this book. The beginning in 1828 of the discovery of a chipped piece of flint by Boucher de Perthes started his museum, but his theory was not readily accepted. In 1885, Neanderthal Man was found; in 1891 the Java Man, the "missing link," was discovered, and in 1918 Peking Man came to light. Cro-Magnon Man was found in France in the 1860's, and his art in the caves at Altamira, Spain, at La Mouthe, France, in the Tuc d'Audoubert in the French Pyrenees, and elsewhere. (See p. 117-118.) The beginnings of agriculture, the Swiss lake dwellers, Stonehenge, Folsom Man, and the early American

Indians are also briefly discussed. The last chapter places the various happenings in historical perspective. A rather complete index is appended.

91. Millions of Years Ago: Prehistoric Life in North America, Edwin H. Colbert. Ill. by Margaret M. Colbert. New York: Crowell, 1958. **6–8**

The author, who is a professor of vertebrate paleontology at Columbia University, first describes the way a scientist locates, digs up, and studies fossils in order to learn about prehistoric days. The chart on page 15 gives the scientific names, the duration, and examples of life during 500 million years. The rest of the book contains stories of what might have happened during the successive ages when fishes, amphibians, reptiles (dinosaurs) ruled the land. The last chapter describes the coming of man, and the book ends with Columbus' arrival in 1492. The names of many creatures are included—cephalispis, coccosteus, eryops, diadectes, tylosaurus, pteranodon, just to cite a few, but the phonetic pronunciations given at the first mention are helpful, as are the illustrations.

92. The Caves of the Great Hunters, Hans Baumann. Translated from the German by Isabel and Florence McHugh. Ill. with pictures of Ice Age Art and by George Thompson. New York: Pantheon, 1954. **6–9**

On September 12, 1940, four boys discover a prehistoric cave at Lascaux, France, when Simon's dog disappears down a hole. They see the exciting pictures on the walls, then guard the cave while Simon's teacher is fetched. He at once brings the noted Abbé Henri Breuil from Paris, who goes into the cave with the boys and then tells them of other famous caves with similar drawings, particularly Altamira in Spain and the Trois Freres in France. That this excellent example of Ice Age art is being preserved is due to the recognition of its uniqueness by its young discoverers, and this absorbing account adds information to a little-known period of history.

Archaeological Discoveries

93. All About Archaeology, Anne Terry White. Drawings by Tom O'Sullivan with a twelve-page photo section. New York: Random, 1959. **5–7**

This interesting account compares archaeologists to detectives and tells of several of the important archaeological finds and the men who located them. Folsom Man of New Mexico, sphinxes of Egypt unearthed by Mariette, the Swiss Lake Dwellers, Herculaneum and Pompeii, Stone Age Man brought to light by de Perthes, Prestwich, and Falconer, Neanderthal Man found in 1908 by three French priests, the Etruscan tombs, the Saxon burial mound in England, Heinrich Schliemann's discovery of Troy, the Minoan Labyrinth, the finding of King Tut's tomb, the uncovering of Ur, and the location of Aztec Indian ruins in Central and South America are all pieces of past civilizations that have eventually been combined to trace man's life on earth. Though many of the reports are brief, this should stimulate further reading for those especially interested.

94. The First Book of Archaeology, Nora Benjamin Kubie. Ill. by the author. New York: Watts, 1957. **5–8**

This exciting account of the ancient past describes the beginnings of archaeology and how it has advanced to the present time. Included are diggings that have unearthed the ancient civilizations of Europe and the Middle East—Nineveh, Stonehenge, Pompeii and Herculaneum, Greece, Egypt, Troy, the Holy Land—as well as a few of the Western Hemisphere—the Incas, the Aztecs, Pueblo Indians, and Mayans. Interspersed is information of how the archaeologist works, the importance of the "finds," and the ways that the artifacts and inscriptions are interpreted. The many attractive diagrams and pictures aid in clarifying the text.

95. Digging into Yesterday, Estelle Friedman. Ill. by Leonard Everett Fisher. New York: Putnam, 1958. (A Science Survey Book) **5–8**

The first chapter of this excellent book describes the science of archaeology and the ways archaeologists piece together fragments of things they find to reconstruct the times of the past. Succeeding chapters each tell in detail how several ancient civilizations have been unearthed—Mayan Indians at Chichén-Itzá in Yucatán, the tomb of Tut-ankh-Amen in Egypt, the Labyrinth of King Minos on the island of Crete, the City of Ur in Iraq, the citadel of the Incas on Machu Picchu mountain in Peru, and the golden city of Troy. Men who pioneered in archaeology include Edward H. Thompson, Howard Carter and Lord Carnarvon, Sir Arthur Evans, J. E. Taylor, Henry Rawlinson, and Sir Leonard Woolley, Hiram Bingham, and Heinrich Schliemann. The last chapter mentions the Bronze Age warrior found in Denmark, the Norwegian Viking ships, and the Dead Sea Scrolls and describes how Carbon 14 is used to date objects. There are phonetic pronunciations of proper names given throughout the book, and a glossary and an index are appended.

96. Modern Discoveries in Archaeology, Robert C. Suggs. Ill. by Leonard Everett Fisher. New York: Crowell, 1962. **5–8**

This simply written account of important archaeological discoveries begins with an explanation of how Carbon 14 is used to determine the age of artifacts and other materials. Information about early civilizations, obtained from diggings in the Olduvai Gorge in Tanganyika, in the Shanidar Cave and at Jarmo in Iraq, and near the Cimarron River at Folsom, New Mexico, is presented, and the important contribution of Michael Ventris in translating the "Linear B" tablets is emphasized. The remainder of the book deals with the Dead Sea Scrolls and the pioneer work of Jacques-Yves Cousteau and a diver named Dumas in undersea archaeology. The stark, black-and-white illustrations enhance the text, and the bibliography and index are useful supplements.

97. Cave of Riches: The Story of the Dead Sea Scrolls, Alan Honour. Ill. by P. A. Hutchison. New York: Whittlesey, 1956. **5–8**

Although the beginning part of this book describing how the Bedouin boy, Muhammed Dib, found the scrolls in a cave near Wadi Qumran in

1947 is somewhat fictionalized, the fate of the Dead Sea Scrolls and the controversies about them are accurately described. Some of the scrolls were purchased by Archbishop Samuel of the Monastery of St. Mark in Jerusalem, who never faltered in his faith of their value, and others by Dr. E. L. Sukenik, head of the Department of Archaeology of Hebrew University in Jerusalem. This interesting story of how the scrolls were finally assembled, how their antiquity was established by Carbon 14 technique, how the ruins of the ancient Essenes were painstakingly unearthed by Father de Vaux, and how the world learned of this discovery of the earliest known manuscripts (from about 100 B.C.) shows how scholars and archaeologists work together to recreate the past.

98. LOST WORLDS: ADVENTURES IN ARCHAEOLOGY, Anne Terry White. Ill. with photographs. New York: Random, 1941. 6–8

Four great ancient civilizations and the way in which archaeologists discovered them are treated in detail in this book: Troy and Crete, Egypt, Assyria, and the Mayan Indian of Yucatan. Each account describes the motivation of the men who searched, the difficulties they met, their ingenuity in putting together the pieces of a puzzle, and the significance of their findings. Pioneers in archaeology–Schliemann, Evans, and Petrie; Lord Carnarvon and Carter; Botta and Layard; Stephens, Catherwood, and Thompson–all had certain characteristics in common: faith in a theory, optimism in the face of difficulty, and extreme patience. The author of this book has put some of this information in a more simplified form in ALL ABOUT ARCHAEOLOGY (Random, 1959).

99. SECRETS OF MINOS: SIR ARTHUR EVANS' DISCOVERIES AT CRETE, Alan Honour. Ill. with photographs and line drawings. New York: Whittlesey, 1961. 7–9

The story of the excavations of the Minoan palace at Knossos on the island of Crete is interwoven into the biography of Sir Arthur Evans, for he spent nearly forty of his ninety years unearthing this civilization. He was educated at Harrow and Oxford, spent several summers touring and walking in Europe, and became interested in refugee work in the Balkans. He returned to Oxford as Honorable Keeper of the Ashmolean, a museum housing the university's archaeological collection, later relinquishing this post to spend full time in Crete, but retaining the title of Honorary Keeper. His great study of the Minoan civilization was completed when he was eighty-five, but it was Michael Ventris, a young man who at age thirteen had heard Sir Arthur speak, who finally translated "Linear B" and unlocked the secrets of the clay tablets.

Ancient Civilizations

100. THE GIFT OF THE RIVER, Enid La Monte Meadowcroft. Ill. adapted from Egyptian sources by Katherine Dewey. New York: Crowell, 1937. 4–7

This readable history of ancient Egypt begins over 6000 years ago and ends in 609 B.C., when "Old Egypt" died. The rise and fall of power under successive rulers is described and included are people like Imhotep, the wise man in Zoser's court, Khufu, who built the Great Pyramid, Uni, who made the first canals in the Upper Nile, and strong, successful rulers like Harkhuf, Sekenere, Sesostris, Thutmos, Hatshepsut (a queen), and Ramses. Life in Egypt at different periods is described, and their inventions of writing, an alphabet, and a calendar, their method of irrigation, and their use of copper are told. The excavations revealing the tomb of Tutankhamen and the monuments left by other kings indicate the high civilization of the ancient Egyptians.

101. ONE DAY IN ANCIENT ROME, G. B. Kirtland. Drawings by Jerome Snyder. New York: Harcourt, 1961. **6–9**

This thoroughly readable, delightful account of a day in the life of two patrician Roman children is written in the second person without being labored. Latin words and phrases are used in context that "gives away" their meanings, but there is a glossary (with pronunciations) for those who need it. The children's day begins with their asking if there will be elephants, and everyone assures them "there always are," as they eat their meals, go to school, play in the courtyard, go shopping with Nurse, and have a make-believe banquet during siesta. Finally everyone is ready, and it is time to go to the Circus Maximus. And, of course, the elephants are there. The amusing, accurate line drawings contribute to the charm and humor of this little book.

102. AUGUSTUS CAESAR'S WORLD: A STORY OF IDEAS AND EVENTS FROM B.C. 44 TO 12 A.D., Genevieve Foster. Ill. by the author. New York: Scribner, 1947. **7–9**

The various periods in the life of Augustus Caesar are used as the framework, and for each of the five periods, a cross section of the world at that time is presented. The book covers the years from the death of Julius Caesar through the death of Octavius, his nephew, who ruled as Augustus Caesar. Other than the events of the Romans, the book deals with China, Japan, Peru, and the Mayan culture. Each section of the book is introduced with a double-page pictorial account, and persons like Cicero, Virgil, Cleopatra, Anthony, two King Herods, Hillel, the geographer Strabo, Confucius, Buddha, and Jesus of Nazareth are included. There is a wealth of material presented, though sometimes just enough on one topic to stimulate additional reading.

103. BIRTHDAYS OF FREEDOM I: AMERICA'S HERITAGE FROM THE ANCIENT WORLD, Genevieve Foster. Ill. by the author. New York: Scribner, 1952. **7–9**

Beginning with the discovery of fire, the author charts the development of freedom until the fall of Rome in A.D. 476. The steps in freedom's growth are set against the background of the drafting of the Declaration of Independence. Many historical figures are cited, and there is a double-page spread showing a time line. Since most of the incidents are treated only briefly, adequate interpretation requires a good background in world history or a concentrated effort to supplement this treatment. The second book, BIRTHDAYS OF FREEDOM II: FROM THE FALL OF ROME TO JULY 4, 1776 (1957), follows the same pattern and brings the development up to the Declaration of Independence itself.

THE MIDDLE AGES, 476-1453

104. LEIF THE LUCKY, Ingri and Edgar Parin D'Aulaire. Garden City, N.Y.: Doubleday, 1941. **2–5**

The dignity of the prose and the vivid pictures are reminiscent of the Norse sagas. They tell of Leif, son of Erik the Red, who sailed with his father to Greenland where they made their home. Leif heard tales as he grew up of the mighty king Olaf Trygvason; so when he was grown, he sailed to Norway. He spent the winter in the King's court, was Christianized, and in the spring set sail for Greenland to introduce the Christian faith there. But he met storms at sea and landed on fair shores he named Vinland. His party stayed all summer, then returned home to Brattali in Greenland. Later Torfinn and Gudrid sailed with a group to live in Vinland, and there Snorre, their son, was born. But the dark people they called Skraellinger made living unsafe, and they returned to Greenland where Leif was now the head. Torfinn's family then went to Iceland, and as years went by the ice came. When sailors from Norway came to Greenland several hundred years later, they found only the Eskimos. This story of Leif the Lucky lay hidden in old manuscripts, for no one read them for hundreds of years.

105. VIKING ADVENTURE, Clyde Robert Bulla. Ill. by Douglas Gorsline. New York: Crowell, 1963. **3–5**

Sigurd is trained by his father, Olaf the Strong, to swim, to ride horseback, to shoot, and to fight with a sword and shield. When Olaf's friend Gorm goes to Wineland as captain of a Viking ship, Sigurd is allowed to go along. In the new land, Halford the ship's owner kills Gorm, and since Sigurd knows this, he is in danger. His friend Aron helps him escape from the ship in a wooden tub, and he comes ashore on the Faroe Islands, only to learn the next day that his ship had been wrecked. He makes his way home to Norway and finds his father has died. The Old Bard, who lives with the family, agrees to teach Sigurd how to write so that he can preserve his story. Though simply told, the story moves along and seems plausible.

106. KNIGHTS AND CASTLES AND FEUDAL LIFE, Walter Buehr. Ill. by the author. New York: Putnam, 1957. **4–6**

This description of feudal life concentrates primarily on the hierarchy of medieval society, on the construction of the castle, and of the strategy, arms, and mechanical methods of laying siege to a castle. Among the weapons described are the longbow, the crossbow, arbalest, yew bow, stone throwers, battering rams, siege towers, and others used in a typical siege. The training of the knights and daily life in a castle during peace time are also discussed. The illustrations aid greatly in visualizing the scenes.

107. CASTLE, ABBEY AND TOWN: HOW PEOPLE LIVED IN THE MIDDLE AGES, Irma Simonton Black. Ill. by W. T. Mars. New York: Holiday, 1963. **4–6**

As the title indicates, this book describes life during the thousand years following the fall of the Roman Empire as lived by three groups: noblemen, churchmen, and the common people. Life in the castle, the training of a knight, and feudal relationships are described in the first section, which also includes a fictional account of the return of a Crusader to his lady and the story he tells of his adventures. The second part emphasizes the role of the monks as educators and copyists and continues the story of the Crusader, Count Robert, who has brought a book—*The Ethics of Aristotle*—as a gift for his safe return. The talented monk, Brother Louis, is given permission to reproduce it and takes a year to complete his beautifully illuminated copy. The third section describes the life of the peasants, then relates the story of John, a serf, who became an apprentice in the town and who will eventually become one of the "bourgeois," the rising middle class. The book ends with the contributions of the Middle Ages to modern life.

108. THE DOOR IN THE WALL, Marguerite De Angeli. Ill. by the author. New York: Doubleday, 1949. **4–6**

Robin, the son of Sir John de Bureford, is ill and crippled when the plague raged in London. Brother Luke rescues him, takes him to the hospice of St. Marks, and with Brother Matthew, educates him. Robin was to have been a page and later a knight, but he learned wood-carving instead. Brother Luke and John-go-in-the-Wynd take Robin to Lindsay Castle, crutches and all. When the Welsh lay siege to the castle, it is Robin who goes to fetch help from Sir Hugh Fitzhugh. Robin slides down the cliff, swims the river, slips through the Welsh guard, and reaches the cottage of John-go-in-the-Wynd who carries the message to Sir Fitzhugh. John and Robin slip into the town to give the signal for the attack. The castle and town are saved, Robin's parents come, and he is knighted by the King. The story clearly shows how spirit and will can dominate over physical difficulties. The book also gives a good picture of fourteenth-century England.

109. ADAM OF THE ROAD, Elizabeth Janet Gray. Ill. by Robert Lawson. New York: Viking, 1957. **5–7**

This charming story and pert illustrations give a most realistic picture of life in the castles, towns, and countryside of the Middle Ages. Adam Quartermayne is the son of Roger the Minstrel. The story opens in 1294 when eleven-year-old Adam is in the school in the Abbey of St. Alban, where he has Perkin as a friend and a dog named Nick. Adam's father comes to the school, and Adam is allowed to accompany him in the service of Sir Edmund de Lisle. After the wedding in the castle, Roger and Adam set out for St. Giles's Fair at Winchester, but on the way Nick is stolen. The rest of the story tells how Adam is separated from Roger and has many exciting adventures as he goes to Winchester, to London, to the Castle, to St. Albans where he finds Nick, to Perkin's home at Ewelme, and eventually to Oxford where he is reunited with his father. But he has earned his way with his minstrelsy, and his father is pleased.

110. MEN OF IRON, Howard Pyle. Ill. by the author. New York: Harper, 1891, 1919. **6–8**

When Myles Falworth is sixteen, he is sent by his father to the Earl of Mackworth for training as a knight. The book describes his training and the escapades he gets into, such as climbing into the garden of Lady Alice when he is hunting for a ball. Eventually he is knighted by King Henry IV, and made a member of the Order of the Bath. He learns that the Earl of Alban is his father's enemy, but before he can fight him, he spends six months in France. Upon his return he asks for Lady Alice's hand, and is told that if he defeats the Earl of Alban, he would qualify. He kills the Earl with his own mace, marries the Lady, and is given Falworth Castle by his father. The story is fast-moving and exciting, though often gory. It does give a realistic picture of the feudal system in England during the 1400's and of the political intrigue of that day.

111. THE CRUSADERS, Walter Buehr. Ill. by the author. New York: Putnam, 1959. **5–7**

This description concentrates on the First Crusade starting in 1096, and shows clearly the route and fate of the armies led by Peter the Hermit, Hugh, Count of Vermendois, Godfrey of Bouillon, Bohemond of Taranto, Raymond of Toulouse, Robert of Normandy, Stephen, Count of Blois, and Robert of Flanders. The battle of Nicaea, the fall of Antioch, and the ultimate capture of Jerusalem on July 15, 1099, are told. Subequent crusades, including the Children's Crusade of 1212 in which 100,000 children took part and that ended so tragically, are given brief space. The rioting, looting, desertion, and harsh methods used during these Holy Wars are not glossed over and present a grim report of the attempts to defeat the infidel.

112. MEDIEVAL DAYS AND WAYS, Gertrude Hartman. Ill. New York: Macmillan, 1948. **5–7**

This comprehensive overview of the thousand years following the fall of the Roman Empire is divided into three sections. Part I, "In Castle Days," describes feudalism with its lords and vassals, knights, minstrels, and peasants and their sports and festivals. Part II, "The Medieval Church," is concerned with the power of the Church, the beautiful cathedrals, the work of the monks as farmers, teachers, and scribes, the Crusades and pilgrimages, and the development of the guilds to control the trades. Part III, "From Medieval to Modern Times," traces the development of freedom and liberty, education, literature and the other arts, and shows how the age came to an end with explorations beyond the Sea of Darkness. The illustrations are often taken from old cuts and show interesting detail. At first glance this book may seem relatively unattractive, but it could well be used as the core of a unit on this topic, for it treats many aspects and is interestingly written.

113. MADE IN THE MIDDLE AGES, Christine Price. Ill. by the author. New York: Dutton, 1962. **6–8**

During the Middle Ages, craftsmen were busy making objects needed for the castle and the cathedral, but they believed that useful objects should be beautiful as well. This book tells about their work and pictures the objects they made that are today found in museums and libraries in England and the United States. These craftsmen fashioned coats of mail, swords and shields for the knights, wove silk brocades and velvets and made golden brooches and rings for milady, and for the church, produced illuminated manuscripts, embroidered vestments, carved choir stalls, painted altarpieces, and formed other vessels for the mass. The intricate designs and rich color characteristic of this period are apparent from the text and illustrations.

114. GROWING UP IN 13TH CENTURY ENGLAND, Alfred Duggan. Ill. by C. Walter Hodges. New York: Pantheon, 1962. **6–8**

The author chooses the 1270's, during the reign of Edward I, as the period for his realistic descriptions of the everyday life of three children (boys aged ten and fourteen and a girl age twelve) in each of five different English households. The children of an earl move with the seasons from Sussex to York to their castle in Wales, dress in handsome clothes, have their own Mass, and learn how to take their place in a cultured society. The family of a country knight leads a similar, though more limited, existence in their manor house, but the children of a peasant, a tenant of a manor, live in a small cotttage, wear crude clothes, ignore washing, help in the fields or house, and go to Mass. A rich merchant's children live comfortably, assist their parents, and have considerable freedom, while the craftsman's children live behind the workshop, dress practically and conservatively, and the boys look forward to an apprenticeship or possibly the army, while the girl can marry whom she chooses. Through the lives of these children, students of today will gain a vivid picture of thirteenth-century England.

115. THE VIKINGS, Frank R. Donovan and the Editors of *Horizon Magazine*. Ill. New York: American Heritage, 1964. (A Horizon Caravel Book) **7–9**

This well-illustrated account describes the Viking Era, which lasted about two hundred fifty years, from the end of the eighth until the middle of the eleventh century. The earliest raid, on England, was in 787 or 789, followed by invasions of Ireland, France, and eventually Russia, Iceland, Greenland, and Newfoundland. There is reason to believe Vikings may have penetrated inland as far as the Great Lakes. At first, they plundered, then later became settlers, and finally were absorbed into the population. Their jewelry and treasures have been found in the Gokstad ship grave in 1880 and in the Oseberg ships in 1904. Recent discoveries, by Dr. Helge Ingstad in 1963 in Newfoundland, corroborate the sagas. The Viking Era closed with the defeat by the half-Danish king, Harold, who was himself defeated by William the Conqueror a few days later. The book contains a short bibliography and an index.

116. THE BYZANTINES, Thomas Caldecot Chubb. Ill. by Richard M. Powers. New York: World, 1959. **7–9**

For almost a thousand years after the fall of Rome, the Byzantine Empire remained Christian and served as its guardian during a time when barbarians were overrunning the civilized world. The account begins with the taking of Constantinople during the Fourth Crusade in 1203, marking the end of her glorious rule of 900 years. This very cosmopolitan city, which was the crossroads of the world, is described in all its oriental splendor, then the account shows why the Byzantines had been able to keep their empire. They had a strong government, a fine army and navy, were Christians, and had great wealth they were willing to spend. Each of these influences is described, and the way of life, including art and architecture, is depicted. It was finally the Ottoman Turks that overthrew them in 1453. At the end of the book is a useful chronological chart showing the Byzantine World, England and Western Europe, Near East and Asia, and the Western Hemisphere from 300 A.D. to 1500 A.D.

EXPLORATIONS AND NEW IDEAS, 1453-1600

117. MARCO POLO, Manuel Komroff. Ill. by Edgard Cirlin. New York: Messner, 1952. **7–9**

The fabulous travels of Marco Polo are recounted in this biography. The story opens when his father and uncle return after being gone nine years. Marco, who is fifteen, persuades them to take him on their next trip, but they do not set out for two years. They travel through Armenia, Turkey Persia, Afghanistan, Balashan province, the Pamir Plateau, the city of Kashgar and ultimately come to Cathay (China). They are met with pleasure by the Khan at his capital, Cambalu, and he sends Marco throughout the country to bring him a report. Marco sees the bazaars, the court life, the 1000 white horses, and the customs and traditions of the people. He returns, and they all go on a spring hunt and spend the summer at Xanadu. Marco is sent on another mission to the south, and eventually the three Venetians start home, escorting a future Queen of Persia to her new home. The men arrive back in Venice in 1295, after an absence of 24 years. When Marco is taken prisoner by the Genoese, he tells his story to Rusticano, who writes it down. The details give a vivid picture of the people and places.

118. THE COLUMBUS STORY, Alice Dalgliesh. Pictures by Leo Politi. New York: Scribner, 1955. **1–4**

This simply told story includes the main events in the life of Columbus—his birth in Genoa, his map-making in Portugal, his unsuccessful request for money from the King of Portugal and his success in Spain, his first voyage, and three later voyages. Not much of the hardship is included, such as the mutiny, the lost colony, his ultimate loss of prestige. The story ends with the later voyages and the fact that he never knew he had found a big country, but that this discovery is the reason October twelfth is celebrated as Columbus Day. The illustrations are unusually good.

119. AND THERE WAS AMERICA, Roger Duvoisin. Ill. by the author. New York: Knopf, 1938. **3–5**

Through simple text and colorful illustrations the successive expeditions to America are described. Starting with the Norsemen, the account also contains the exploration and colonization by the Spanish, French, Dutch, and English on the eastern coast, the areas near the St. Lawrence, the Mississippi, and in the southeast. The second section deals with the colonies established for religious reasons—in New England, Maryland, and Pennsylvania. The chronology is not clear, but the descriptions are realistic.

120. AMERICA BEGINS: THE STORY OF THE FINDING OF THE NEW WORLD, Alice Dalgliesh. Pictures by Lois Maloy. Revised Edition. New York: Scribner, 1959. **3–6**

Each section in this beginning history deals with an event or a period, and the total shows the gradual growth of our country today, more in terms of facts than of ideas. The book starts with America before the white man came, then goes on to tell of the Vikings, Marco Polo, Columbus, Cabot, Amerigo Vespucci, Ponce de Leon, Balboa, Magellan, Cortez, Cartier DeSoto, Cabrillo, Coronado, Sir Francis Drake, Sir Walter Raleigh, Champlain, and John Smith. For each there is the story of their influence on the discovery and settlement of the new country. This book could be used as an introduction to individual biographies.

121. HENRY HUDSON, Nina Brown Baker. Ill. by George Fulton. New York: Knopf, 1958. **4–6**

Only four years (1607-1611) in the life of Henry Hudson are included in this biography, for no other records have been found. The book begins with his convincing the Board of the Muscovy Company to give him ships to find the route to China by sailing across the North Pole, where noted geographers said it would be warm. He finally convinces the Board, and sails the *Hopewell* to Spitzbergen and back, finding only ice and whales. The Board is pleased and sends him again. This time he skirts the island of Novaya Zemlya, but returns unsuccessful in his aim. He next is sponsored by a Dutch Company, goes north, then across to America and explores the Hudson River in the *Half Moon*. On his return to England, wealthy Englishmen sponsor him, give him the *Discovery* and send him out. This time he discovers Hudson Bay, but is set adrift with his son and a few seamen when the crew mutinies. This readable book shows his single purpose and faith in himself, but also the kinds of characters that followed the sea.

122. THE FIRST BOOK OF AMERICAN HISTORY, Henry Steele Commager. Ill. by Leonard Everett Fisher. New York: Watts, 1957. **5–7**

This well-written overview of American history from 1492 to the present has been prepared by a noted historian. The important events in the development of the nation include first the building of colonies and the reasons people came. Life in the colonies is described, as are the circumstances that led to the Revolution and the Constitution. The opening of the West by Daniel Boone, the invention of the steamboat and the trails to the Pacific, resulting from the gold rush, are included. The Chapter on the Civil War gives recognition to both North and South. The last chapter describes the great industrial and economic expansion following the Civil War and cites the contribution of men like Edison and Carnegie. The book, which gives a panorama of American history in good perspective, ends on a hopeful note for the future.

123. CARTIER SAILS THE ST. LAWRENCE, Esther Averill. Ill. by Feodor Rojankovsky. New York: Harper, 1956. **5–7**

The three voyages of Cartier to the New World are described in this rather sophisticated well-illustrated biography, based primarily on his log-books and on the historical research of the Canadian, Dr. H. P. Biggar. Cartier's first voyage took him past what is now Funk Island, north and west into the Gulf of the St. Lawrence, then back to St. Malo, France. He had not found gold nor the Northwest Passage, but King Francis agreed to send him out again. As before there were delays, but in 1535 the party set off, this time to reach into the continent as far as Montreal, where it was stopped by the rapids. They wintered at the fort they had built and returned to France the next July. The third voyage to find the Kingdom of Saguenay ended unsuccessfully, and Cartier lived out his days in St. Malo. He had claimed the lands for France, he had befriended some of the Indians, and his detailed reports of terrain, flora, and fauna opened the way for later colonization.

COLONIAL AMERICA, 1600-1800

General

124. MADE IN THE RENAISSANCE: ARTS AND CRAFTS OF THE AGE OF EXPLORATION, Christine Price. Ill. by the author. New York: Dutton, 1963. **6–8**

The explorers of the fifteenth and sixteenth centuries brought back silks and spices, but their expeditions were made possible by the people at home —the financial backers, the scientists, the shipwrights, blacksmiths, and sailmakers, the craftsmen who made the clothes, the armor and weapons, the casks and bottles, the silver cups and plates. This book describes the work of these craftsmen, as well as that of the jewelers, sculptors, and printers, and the makers of furniture, tableware, maps, navigational instruments, musical instruments, and chess and card games. The examples pictured in the book, which are taken from museums and libraries in England and the United States and from other authoritative sources, ably clarify and enhance the text.

125. ONE DAY IN ELIZABETHAN ENGLAND, G. D. Kirtland. Drawings by Jerome Snyder. New York: Harcourt, 1962. **6–9**

"You" and your sister can hardly wait to see her. All day you wonder, and someone asks if there will be drummers drumming, pipers piping, cannons booming, and fireworks zooming. Then everyone asks you if you will remember your "grandiloquent speech" for her. After prayers, breakfast, lessons, looking at the baby, pretending to slay a highwayman and a pirate, and dancing round a Maypole, it is finally time for dinner. And after dinner, after the rain stops, your family rides in the coach to the manor house, and there *are* drummers, pipers, mummers, and fireworks. And there she is; so you go to her, give her a bow, and present your bouquet with your speech to Elizabeth, the Queen. All through the book, the language and ideas are consistent with the period, and the sprightly, airy line drawings show accurate detail.

126. FORTS IN AMERICA, Harold L. Peterson. Ill. by Daniel D. Feaser. New York: Scribner, 1964. **4–6**

For nearly four hundred years, forts played an important part in American history. The earliest forts were built during the period of transition when forts were constructed of available material and adapted to local situations. This book describes the construction and significance of representative forts, including Fort Caroline near Jacksonville, Florida, the forts at Jamestown and Plymouth, The Castle of St. Mark at St. Augustine, Fort Ticonderoga, Fort Dearborn, Fort Laramie, Castle Clinton, Fort Pulaski, and Fort Sumter. The cross-sectional diagrams show the fortification, and the illustrations and text explain the plans. Forts that can be visited today are noted, and the book has an index.

127. THE FIRST BOOK OF THE EARLY SETTLERS, Louise Dickinson Rich. Pictures by Douglas Gorsline. New York: Watts, 1959. **4–6**

After a brief discussion of Europeans who visited the New World before settlers came, this book contains a rather detailed account of the settlement of Jamestown, Plymouth, New Amsterdam, and Fort Christina, Delaware. The differences in the area, the kind of people, their adaptation to their situation, and their reasons for coming are clearly shown. Yet the common denominator of making America is the heritage they left. The specific characterization of each colony, the homes, clothes, food, government, and work, gives an individuality to each and shows how some aspects of our society today reflect these customs.

128. THE GLASSMAKERS, Leonard Everett Fisher. Ill. by the author. New York: Watts, 1964. (Colonial American Craftsmen) **4–6**

The brief history of glassmaking tells of the first factory in America—a glasshouse in Jamestown that opened in 1608 and closed in 1609. From 1621 to 1624, the second factory made bottles and other products, including colored beads for the Indian trade, but it was Casper Wistar, whose factory in Salem County, New Jersey, operated from 1739 to 1781, that made glassmaking a full-fledged industry. And it was Henry William ("Baron") Stiegel, whose glasshouse at Manheim, Pennsylvania, from 1765 to 1774, brought world fame to colonial American glass. The latter part of the book describes simply, yet in technical terms, the making of glass by "offhand" and molding methods. A useful glossary of glassmaking terms is included, and the book contains striking black and white illustrations.

129. AMERICA IS BORN: A HISTORY FOR PETER, Gerald White Johnson. Ill. by Leonard Everett Fisher. New York: Morrow, 1959. **5–8**

The making of America, from the voyage of Columbus to the Constitutional Convention of 1787, is explained in this unusual approach. The important events are interpreted against the background of the European situation, and the evolution of what is "American" is clearly traced, such as the ideas of each one standing "on his own two feet" and not depending on his father, everyone working—even gentlemen, changing jobs when necessary in order to make a living, adapting ways of living to the immediate area, recognizing the importance of local administration, starting representative government, permitting religious freedom up to a point, and recognizing the value of cooperation. The account assumes a background of information that will necessitate supplementary reading, but this is a good book to read aloud to a class and discuss, for the objective treatment presents the bad along with the good.

130. **Colonial Living**, Edwin Tunis. Ill. by the author. Cleveland: World, 1957. **5–7**

The homes, furniture, food, clothing, customs, discipline, trades and crafts, travel and mail, and education in the American colonies are described. The sixteenth- and seventeenth-century settlements at St. Augustine, and in Virginia, New England, New Amsterdam, and Delaware are given brief space, but the seventeenth century in New England, New Amsterdam, and the Southern Colonies and the eighteenth century in Pennsylvania and the Coastal Colonies are described in great detail. The drawings are clearly made, and the text includes step-by-step directions of how such items as sugar cutters, candles, pidgins, soap, cloth, or furniture were made. Though this is probably not a book that a child would read through, it should serve as an excellent source book for details of living in Colonial America.

131. **Children of the Handicrafts**, Carolyn Sherwin Bailey. Ill. by Grace Paull. New York: Viking, 1935. **5–8**

Each of the sixteen chapters in this book is the story of a child who learned a craft, and the total presents a panorama of handicrafts that parallel the growth of America. Included are the first sampler, whittling, clocks, silver, gardening, furniture, wood carving, straw bonnets, journals, Conestoga wagons, flags, pencils, baskets, quilts, tailoring, printing, and the story of a child who met Johnny Appleseed unexpectedly. Some of these children, like Paul Revere and Duncan Phyfe, later became famous craftsmen.

132. **Life in Colonial America**, Elizabeth George Speare. Art work by Charles Walker, together with numerous old prints. New York: Random, 1963. **7–9**

This book, replete with drawings, facsimile reproductions of old prints, and photographs of everyday objects, presents a wealth of information about colonial America. The first three chapters describe life on a plantation, in New England, and in the Dutch colony. The next chapters treat the work of the women in the home, the government and defense, education, trades and crafts, travel and transportation, and holidays, putting each into a somewhat historical perspective. The index adds to the book's utility. The illustrations alone are worth careful scrutiny for what they communicate about the people and their way of life.

133. **The Story of William Penn**, Aliki. Ill. by the author. Englewood Cliffs, N.J.: Prentice-Hall, 1964. **K–2**

This charming picture book presents an easy introduction to William Penn, telling of his plain Quaker dress, his outspoken ideas of freedom and brotherhood, and his acquisition of Pennsylvania. The settlement of Philadelphia and the peace treaty with the Indians are described, and the book ends with a picture of his statue atop the Philadelphia City Hall.

The First Settlements

134. **Pilgrim Thanksgiving**, Wilma Pitchford Hays. Ill. by Leonard Weisgard. New York: Coward, 1955. **2–5**

Damaris Hopkins is fearful because the Indians have been invited to the Thanksgiving feast. But she tries to hide her fears as she helps prepare and serve the dinner. She realizes the Indian boy is like other boys when Giles gives him his beloved knife and receives a tomahawk in return. Even the Indian dances performed in the firelight begin to take on meaning—the war dance to show what they did (just as Captain Standish showed his men marching), and the cornplanting dance. At the end of the day she was no longer afraid, even though Massasoit and some other braves would sleep in their house. "For," she said, "you cannot be afraid of people who have feasted with you."

135. THE COURAGE OF SARAH NOBLE, Alice Dalgliesh. Ill. by Leonard Weisgard. New York: Scribner, 1954. **3–5**

Sarah was only eight years old when her father took her to Connecticut in 1707 to cook for him while he built their new home. Sarah's mother bade her goodbye, wrapped her red cloak about her and told her, "Keep up your courage, Sarah Noble. Keep up your courage." Sarah had cause to remember these words often, especially when her father leaves her with Tall John and his Indian family while he returns to Massachusetts to fetch the rest of the family after the new home is finished. Sarah does keep up her courage, and the family is reunited happily in their new home.

136. WILLIAM PENN, FOUNDER AND FRIEND, Virginia Haviland. Ill. by Peter Burchard. New York: Abingdon, 1952. **3–5**

This biography of William Penn begins when he was a schoolboy and ends with his death in 1718 in England. As a student at Christ Church College, Oxford, he was a proponent of religious freedom, and when he was expelled, his father sent him on a Grand Tour of Europe. But on his return he was still interested in the Quakers, and when sent to manage his father's new estate in Ireland, he met Quakers there and married one of them. He was in and out of prison several times because of beliefs, then thought of establishing a colony in America. He served five years as a trustee in West Jersey colony, then started his own in Pennsylvania. He was well-fitted by his experiences, he signed the only treaty with Indians that was ever kept, and he encouraged workmen, artisans, and farmers to come—all of which helped his colony to succeed.

137. PILGRIM NEIGHBORS: MORE TRUE PILGRIM STORIES, Elvajean Hall. Ill. by Jon Nielsen. Chicago: Rand, 1964. **3–6**

This detailed, interesting account of Plymouth Colony covers the time from 1621 to 1676, when old Annawon, "King" Philip's greatest warrior, surrendered to Captain Benjamin Church. The struggles of the colonists to keep alive, to repay their debts, to deal with the Indians, and to cope with the scoundrels among them are vividly made alive through the careful research of the author and the excerpts quoted from the early journals. In 1691, when Plymouth Colony was annexed to Massachusetts Bay, only two of the original *Mayflower* passengers were left. The last section of the book lists authoritative sources about the Pilgrims, with explanatory notes, and a comprehensive index is included. PILGRIM STORIES, revised and expanded by the same author, begins in Scrooby, England and follows the Pilgrims through their first year in the new land.

138. Pilgrim Courage: From a Firsthand Account by William Bradford, William Bradford. Ad. and ed. by E. Brooks Smith and Robert Meredith. Ill. by Leonard Everett Fisher. Boston: Little, 1962. **6–9**

The authors have adopted the original account into a readable, interesting story of the struggles of the Pilgrims. Their troubles in England, their difficulties in getting ships to go to Holland, the problems there and the preparations for and voyage to America are told in detail that is clear but not always flattering. Their explorations on reaching land, their choice of site for a settlement, the help of Massasoit and Squanto, the return of the lost boy, John Billington, and the story of the first Thanksgiving are all set down by William Bradford so that the children could know the difficulties encountered and how God had brought them through this ordeal. The last part of the book contains an explanatory note, acknowledgments, a list of the main historical persons, a glossary, and an index.

139. John Smith of Virginia, Ronald Syme. Ill. by William Stobbs. New York: Morrow, 1954. **6–8**

This very realistic portrait of the leader of the Jamestown colony shows his qualities of courage, ingenuity, imagination, and daring. He left home when he was seventeen, and by the time he was twenty-one was a professional soldier. He had fought the Spaniards for the Dutch, was robbed in France and thrown overboard in the Mediterranean. At twenty-two he fought the Turks, but his greatest leadership was displayed during the settlement of Jamestown, when he was only twenty-seven. Though he made enemies by his actions, he won the respect of Indians and colonists alike and saved not only himself from death at the hands of the savages, but Jamestown as well. He later charted the waters from Cape Cod to Nova Scotia, and his writings of the glories of the New World induced many to leave England. He died peacefully in 1631.

140. The World of Captain John Smith (1580-1631), Genevieve Foster. Ill. by the author. New York: Scribner, 1959. **6–9**

The world into which John Smith was born was Elizabethan England, Philip II was on the throne of Spain, and Henry II was King of France. When Smith was a young soldier, Akbar was ruling in India, James I became King of England, the Orient was being opened to trade, and El Greco was painting in Spain. When Jamestown was founded, other explorations were going on apace, the Pilgrims fled to Holland, Galileo was making scientific discoveries, and Rembrandt began to paint. After 1620, when John Smith was writing history, the Pilgrims and Puritans started colonies in Massachusetts, foreigners were expelled from Japan, the Thirty-Years War started, Rubens was painting, and Charles I was King of England. All told, this "slice of history" encompasses important world events in a succinct, interesting recital.

Toward Independence

141. George Washington, Ingri and Edgar Parin D'Aulaire. Garden City, N.Y.: Doubleday, 1936. **2–5**

This fine picture-story biography shows the boy who gardened, rode, went to school, and loved outdoor life. When he was eleven, his father died, and he went to Mount Vernon to live with his half brother Lawrence. He learned surveying, fought the Indians, and married Martha Custis. He inherited Mount Vernon and lived there until he left for the Revolutionary War. After the War, he rode home to Mount Vernon to become a farmer, but he was called back to New York to be inaugurated as the first President. And there the account ends. Though streamlined in many ways this biography does give some of the spirit of the man at each stage of his life.

142. BENJAMIN FRANKLIN, Ingri and Edgar Parin D'Aulaire. Ill. by the authors. Garden City, N.Y.: Doubleday, 1950. 3–5

The life of Benjamin Franklin is interestingly told in this beautifully illustrated picture book. His birth in Boston, his willow whistle, his reason for leaving Boston, his life in Philadelphia and later abroad are told simply, yet with illustrations that recreate life at that time. The many contributions made by Benjamin Franklin are described, and at the bottom of each page of print are some of his maxims.

143. FOURTH OF JULY RAID, Wilma Pitchford Hays. Ill. by Peter Burchard. New York: Coward, 1959. 3–6

This story of a raid on New Haven, Connecticut, by the British in 1779 is based on historical fact, and some of the characters are real. The hero, Tom Morris, helps bury the family silver and hide some of their other possessions, then stays behind with his father to set out a feast for the British officers as a ruse to keep them from burning the house. He then gets caught in the fighting, hears Joseph Tuttle and Josiah defy the British, shows the rebels the old Indian trail so they can move the cannon, brings them water, and finally sees the British retreat. Their home had not been spared, but the family was safe, they had some of their possessions left, and the new hoghouse, which had not burned, would serve as a temporary home. However, Tom had learned the real meaning of liberty.

144. GEORGE WASHINGTON: AN INITIAL BIOGRAPHY, Genevieve Foster. Ill. by the author. New York: Scribner, 1949. 4–6

This simplified biography of George Washington covers his whole life. Important steps in his growing up are introduced in this book by double-page illustrations. These include "Ferry Farm," where he spent his boyhood; "The Wilderness," where he learned and practiced surveying; "French and Indian War," where he was sent to the French commander, then fought the French and Indians; "Home at Mt. Vernon," after his marriage to Mrs. Martha Custis; "War of 1776," including Valley Forge, Lafayette and Cornwallis; "Plan of Mount Vernon," where he improved his home; and "The 13th State & 1st President," where he helps plan the Federal City, keeps out of war with France, retires to Mount Vernon, and breathes his last. The final illustration shows a cut-away view of Washington's home.

145. BEN AND ME, Robert Lawson. Ill. by the author. Boston: Little, 1947. 5–7

According to this account, all of Benjamin Franklin's good ideas were really due to Amos, the mouse who lives in his fur cap and who tells the story. It was Amos who thought of the spectacles, the stove, and who participated so valiantly in the classic experiment with electricity. But even Amos reached new heights when he led his motley army of mice and rats against the white mice of Versailles to free the captive Sophia (mouse) and her seven children. The tongue-in-cheek writing is most humorous to those who know the facts.

146. THAT LIVELY MAN, BEN FRANKLIN, Jeanette Eaton. Ill. by Henry Pitz. New York: Morrow, 1948. **5–7**

The details concerning the life of this American are presented from his apprenticeship in Boston, through his years in Philadelphia as a printer, civic benefactor, and patriot, to his international experiences, his return, and his death in 1790. But this account is livened by interesting anecdotes that show him as a human being, full of fun and fond of a joke. Illustrative is his take-off on London's *Spectator* when he created the character of Mrs. Silence Dogood for his brother's paper. The reader also obtains a good picture of life in colonial America.

147. LAFAYETTE, FRIEND OF AMERICA, Alberta Powell Graham. Ill. by Ralph Ray. New York: Abingdon, 1952. **4–6**

This simple biography begins with Lafayette's childhood at Chavaniac and ends with his leaving America in 1825 after his third visit. His education and training as a wealthy nobleman is described, as are the hardships he encountered in being accepted into the Continental Army. His leadership of the troops, his influence in obtaining military aid from France, and his popularity in the United States and France after the Revolution are vividly portrayed. The trying years of his imprisonment during the French Revolution and his retirement to the Chateau of La Grange are also included. The last chapter tells of his invitation from Congress in 1824 to visit the United States, and the overwhelming reception he met wherever he went. Throughout the story, the great respect and friendship he held for Washington is evident, as is his real love for America.

148. MR. REVERE AND I, Robert Lawson. Ill. by the author. Boston: Little, 1953. **5–8**

This account of the activities of Paul Revere during the Revolution in America is told in the first person by his horse, Sheherazade. She was first a Troy horse in his Royal Majesty's 14th Regiment of Foot, but became a rebel on her transfer to Mr. Revere. It was she who helped him spread the word that night in 1775. The book also describes the network of intrigue that was operating in Boston, and though the story is very funny, there is an undertone of seriousness. This is a good book to use along with factual biographies.

149. AMERICA'S PAUL REVERE, Esther Forbes. Ill. by Lynd Ward. Boston: Houghton, 1946. **5–8**

This accurate biography is based on the author's adult biography of Paul Revere. As a boy, Paul was apprenticed to his father as a silversmith for seven years. He had some education in a dame school and in the writing school, and he rang the bell in Christ Church, but it was in silver that he excelled. The major part of the book deals with the events preceding and during the Revolution—The French and Indian War, where Paul fought at Albany and Lake George, the taxes, the "Sons of Liberty," the Boston Massacre, the Boston Tea Party, and the rides he made, including his famous rousing of the minutemen. After the War, Paul made copper work for ships, including *Old Ironsides*, and he lived to see Revere copper carried all over the world. The detailed descriptions give a realistic view of the times.

150. AMERICA'S ETHAN ALLEN, Stewart Holbrook. Pictures by Lynd Ward. Boston: Houghton, 1949. **6–8**

As a boy, Ethan Allen prepares for Yale College, but upon his father's death, he takes his place as the head of the family. He turns the farm over to his mother, and goes off to fight the French. Upon his return he sells iron kettles, then decides to see what the New Hampshire Grants are like. As Grants have been sold both by New Hampshire and New York, a group gives Ethan Allen power to act for them; so he organizes his "Green Mountain Boys" in 1770, and they evict the New Yorkers. New York posts a reward for him, but he moves his family to the Grants and lives as an outlaw. During the Revolution, he and his "Boys" capture Fort Ticonderoga and Crown Point, and he collects about 250 men to help take Montreal when Congress did not make him head of the regiment from the Grants. He is captured in the battle, sent to England as a prisoner but is eventually exchanged for a British colonel. He returns to find great changes in Vermont, is recognized for his heroism, given a colonel's commission and back pay, and made Brigadier General of the Vermont Army. Two years after his death, Vermont became a state.

151. THE SHOT HEARD ROUND THE WORLD: THE STORY OF LEXINGTON AND CONCORD, Jeanette Covert Nolan. New York: Messner, 1963. **6–9**

The book begins with April 19, 1775, a Wednesday morning, in Lexington, Massachusetts, where Captain Parker and the militia were waiting for the British who were reported to be marching to Concord. Suddenly a shot was fired, by whom no one seemed to know, and the fighting that ultimately led to independence was begun. From here the author goes back to the men and events that formed the background—George III and his heritage, Washington, Patrick Henry, James Otis, and Dr. Franklin, the series of taxes that were so intolerable, the Boston Massacre, and the First Continental Congress—then leads directly into the famous Paul Revere ride and a more detailed account of the battle of Lexington and Concord. The fast moving story gives the impression of an eyewitness account, and the book contains a bibliography and an index.

152. GEORGE WASHINGTON'S WORLD, Genevieve Foster. Ill. by the author. New York: Scribner, 1941. **6–9**

The six parts of this history from 1732-1799, when George Washington was alive, is divided into the periods when he was a boy, soldier, farmer, commander, citizen, and president. Each section is introduced by a double-page illustration showing some of the events. Included among these famous figures are Captain Cook, Catherine the Great, Bach, Chein Lung, Marie

Antoinette, Lafayette, and many important Americans. There are explorations in the South Seas, the closing of China, the Seven Year's War, and the events that led to the Revolution. The War itself and the aftermath, the fall of the Bastille in Paris and the Reign of Terror, the finding of the Rosetta Stone in Egypt, and the welding of the new nation are just a few of the incidents in this interesting cross-section of history.

153. THE GREAT DECLARATION: A BOOK FOR YOUNG AMERICANS, Henry Steele Commager. Drawings by Donald Bolognese. Indianapolis: Bobbs, 1958. **7–9**

The events preceding the acceptance of the Declaration of Independence beginning with 1763 are described in detail in this excellent account. The author gives background material, then quotes excerpts from the writings of the men of the times to make this give the impression of "on-the-spot" reporting. Dr. Benjamin Rush gives thumbnail sketches of several of the Founding Fathers; the diaries and letters of John Adams and Thomas Jefferson, excerpts from Tom Paine's COMMON SENSE, and the resolutions of the Congress are quoted to fill in background and show the vacillation and difficulties and to present the points of argument. Jefferson's original draft and the final draft are both included. The book ends with an emphasis on the theory of government set forth in the first section of the Declaration.

154. THE GREAT CONSTITUTION: A BOOK FOR YOUNG AMERICANS, Henry Steele Commager. Indianapolis, Indiana: Bobbs, 1961. **7–9**

This stirring story of the events surrounding the making of the Constitution is told by a famous historian who quotes from first-hand reports. Descriptions of the men who sat in the Convention—including Gouverneur Morris, Benjamin Franklin, James Madison, James Wilson, Alexander Hamilton, "Judge" Paterson, Roger Sherman, and Luther Martin—are quoted from word-pictures painted by William Pierce. The secrecy surrounding the meetings, the debates, the final unanimous approval, the reluctance of some states to ratify, and the joyful celebrations when the required number had acquiesced are all part of this realistic, readable account. The book ends with Washington's First Inaugural, but the whole story is a tribute to the man who was "first in war and now first in peace." A suitable companion to the author's THE GREAT DECLARATION and THE GREAT PROCLAMATION.

The Indians

155. LITTLE EAGLE, Therese O. Deming and Thelma Shaw. Paintings by Edwin W. Deming. Chicago: Whitman, 1958. **K–3**

The book begins by describing the members of the family, then tells how the mother made the baby's bed, how they hunt and kill a deer, use it for food, then make clothes and tepees from the skins. The travois, bow and arrow, and ax are described, and the ways in which the Indians make a living during the winter is told. Though there is little continuity to the story and though this book has the appearance of a textbook, there is a cadence to the prose and a simplicity in the drawings that make this a good book for young children.

156. IN MY MOTHER'S HOUSE, Ann Nolan Clark. Ill. by Velino Herrera. New York: Viking, 1941. **K–6**

The homes, the food, the farming, the festivals, and the Indians of the Southwest are described, with emphasis on their need to preserve their land. The importance of water for irrigation, of their cows and horses and sheep, and of the trees and plants are all told in beautiful poetic form, reminiscent of Indian speech. The illustrations are by an Indian and complement the text perfectly. This is a book to look at again and again, to read aloud, and to share.

157. THE NAVAJO: HERDERS, WEAVERS, AND SILVERSMITHS, Sonia Bleeker. Ill. by Patricia Boodell. New York: Morrow, 1958. **3–6**

The story of Slim Runner, a thirteen-year-old Navajo boy, tells of his life as a shepherd and of the customs and way of living of his people—the homes, food, celebrations, and beliefs. When the Blessingway Ceremony fails to make him well, his parents take him to the hospital, where they discover he has tuberculosis. Slim Runner has always liked to draw, and when the doctor gives him paper and crayons and later paints, the days speed along. The doctor recognizes his talent, and so do his family and the sand painters when they see his pictures. He works with his uncle to learn silversmithing until he can go to art school. The last chapter gives a capsule history of the Navajo from 1540 until the present, and points out their need today for schools and hospitals. These have some hope of being built because of the mineral and oil royalties. This book is illustrative of the series, which contains stories of many individual tribes.

Other titles by the same author, all published by Morrow, include: INDIANS OF THE LONGHOUSE: THE STORY OF THE IROQUOIS (1950), THE APACHE INDIANS: RAIDERS OF THE SOUTHWEST (1951), THE SEA HUNTERS: INDIANS OF THE NORTHWEST COAST (1951), THE CHEROKEES: INDIANS OF THE MOUNTAINS (1952), THE DELAWARE INDIANS: EASTERN FARMERS AND FISHERMEN (1953), THE CROW INDIANS: HUNTERS OF THE NORTHERN PLAINS (1953), THE SEMINOLE INDIANS (1954), THE CHIPPEWA INDIANS: RICE GATHERERS OF THE GREAT LAKES (1955), THE PUEBLO INDIANS: FARMERS OF THE RIO GRANDE (1955), THE MISSION INDIANS OF CALIFORNIA (1956), HORSEMEN OF THE WESTERN PLATEAU: THE NEZ PERCE INDIANS (1957), THE INCA: INDIANS OF THE ANDES (1960), THE MAYA: INDIANS OF CENTRAL AMERICA (1961), THE SIOUX INDIANS: HUNTERS AND WARRIORS OF THE PLAINS (1962), THE AZTEC INDIANS OF MEXICO (1963).

158. INDIANS AT HOME, Robert Hofsinde (Gray-Wolf). Ill. by the author. New York: Morrow, 1964. **3–6**

Step-by-step, the way in which each group builds its homes is given—the Ojibway winter wigwam, the Iroquois' bark-covered longhouse, the Seminole chickee, the grass-covered earth lodges of the Mandans, the adobe homes of the Pueblos, and the plank houses of the Northwest Coast Indians. The cooking and sleeping arrangements are described as well, and a few of the Indian customs are mentioned briefly, such as the Nootka potlatch. The black-and-white illustrations by the author show details that facilitate understanding the text.

159. THE BOOK OF INDIANS, Holling C. Holling. Ill. by the author and Lucille Holling. New York: Platt, 1935. **3–6**

Four groups of Indians are described in this book, those of the Forest and Lakes, the Plains, the Deserts and Mesas, and the Rivers and the Sea. Their special kinds of dwellings, their food, their arts, and activities are told in general, followed by their adventures. The Indians of the northern forests lived in wikiups, ate animals and fish, and traveled in birch bark canoes or dug-outs. The Plains Indians lived in houses of driftwood covered with grass and earth and in tepees of skin when they went on their buffalo hunts. The People of the Desert lived in pueblos, farmed, and made beautiful weaving and pottery. The People of the Sea lived in the northwest. They built houses of wood and ate seal, fish, and whale. The adventures of the children relate to getting food such as buffalo or whale, saving their village from enemy warriors, or showing bravery. The clear illustrations help explain these ways of living.

160. INDIAN FRIENDS AND FOES, Dorothy Heiderstadt. Ill. by David Humphreys Miller. New York: Van Rees, 1958. **4–6**

Thirteen vignettes of famous Indians comprise this collection. They are arranged in chronological order starting with Pocahontas and ending with Geronimo, the last Apache chief. Squanto's help to Plymouth and Sacajewa's aid to Lewis and Clark are contrasted with the bloody wars of Pontiac, Tecumseh, Black Hawk, Osceola, Crazy Horse, Sitting Bull, Cochise, and Geronimo all of whom fought against the steadily encroaching Americans. Sequoya was unique in that he taught the Cherokees to read and write.

161. WAR CHIEF OF THE SEMINOLES, May McNeer. Ill. by Lynd Ward. New York: Random, 1954. (A Landmark Book) **4–7**

Osceola was not the son of a chief, but he became a war leader of the Seminole Indians in the grim fight against the taking of their Florida lands. The author, whose ancestors played a part in this fight, emphasizes that the Seminoles are the only Indians that never signed a treaty of surrender to the United States Government. The book tells how Osceola influences the chiefs against signing a treaty, then goes on to be a clever war leader. The rugged fighting in the swamps, the parts played by Army leaders like Andrew Jackson, Zachary Taylor, and Winfield Scott, and the intermittent Indian attacks are objectively described. Eventually Osceola realized the Indians could not resist the white settlement and gave himself up. He died in captivity in 1838, but not before George Catlin had painted his portrait.

162. THE ART OF THE NORTH AMERICAN INDIAN, Shirley Glubok. Designed by Oscar Krauss. New York: Harper, 1964. **4–8**

Photographs of Indian art from museums in the United States, Canada, and England are used to illustrate this discussion of Indian art. For each photograph, an analysis of the object is made and its significance pointed out. Masks from the Nootka, Kwakiutl, and Tlingit Indians of the Northwest and the Senecas and Iroquois of the East are shown. There are totem poles of the Haida, baskets by the Apaches and Tlingits, and a leather cradle for a Delaware baby. Wampum belts, Kachina dolls, a painted buffalo-skin robe, and sand paintings are also included. Pottery, weaving, weapons and helmets, pipes, combs, are other objects of artistic design that exemplify the art and show its versatility.

163. HAH-NEE OF THE CLIFF DWELLERS, Mary and Conrad Buff. Boston: Houghton, 1956. **5–7**

Although Hah-nee lived in the Cliff-City, he was a member of the enemy Utes. He was taller than his friends and not flat-headed as they were. He learns that he was rescued as a baby by his foster father and Uncle Osa. Old Wupa tells him that if the drought continues people may turn on him. So he draws Hah-nee a map of the trail to the Land of Mai and gives him the white crystal to be a token of friendship with Wupa. Hah-nee warns the village when the warring Utes come; so all is well with him for a time. But when Wupa dies, Hah-nee and his family know they must leave. They go in the night, and after a weary trip come to the green land they sought. Many of the customs and beliefs of the tribe are described, and the illustrations aid greatly in interpretation.

164. THE INDIAN'S SECRET WORLD, Robert Hofsinde (Gray-Wolf). Ill. by the author. New York: Morrow, 1955. **5–7**

Each chapter describes the meaning and significance of some of the articles and customs of different Indian tribes. One tells how the Blackfeet get inspiration from a dream for the paintings on their large tepees of buffalo hide. Another tells how the Sioux must make their peace pipes and medicine pipes from red pipestone. Still others describe the Cherokee war bonnet, the Crow owner sticks, the ugly Seneca mask that would cure sickness, and the Hopi Kachina dolls. How the robe is worn by the Omaha Indian, the shape and decoration of a moccasin, the importance of horses, picture writing, and the reckoning of time by twelve moons all had special meaning to the Indian people. Some of our own customs and traditions may have arisen in a similar manner.

165. INDIAN SIGN LANGUAGE, Robert Hofsinde (Gray-Wolf). Ill. by the author. New York: Morrow, 1956. **5–7**

This book is actually a manual for learning the Indian sign language, for it includes necessary words, a clear description of how to make the sign for the word, and many illustrations showing the sign being made by an Indian. The words are introduced in related groups, and there is an alphabetical index in the back of the book. Special sections include the names of common Indian tribes, the Twelve Moons (months), counting, boys' and girls' names, and totems (picture-writing signatures). A companion book is INDIAN PICTURE WRITING by the same author (1959), which includes 248 symbols, some of which stand for more than one word. Letters (with translations on other pages) are given, and there are an alphabetical index of symbols, a section on exploit markings, and one on the Cree alphabet with a sentence to translate. Children should be fascinated by these books and have fun trying out the signs and pictures.

166. INDIAN CAPTIVE: THE STORY OF MARY JEMISON, Lois Lenski. Ill. by the author. New York: Lippincott, 1941. **6–8**

Mary (Molly) Jemison was twelve when she was captured by the Senecas, a tribe of the Iroquois Indians. This story tells of her first two years as a captive, though she lived with them the rest of her life, even after she had a chance to be free. The Indians gave her the name of "Corn Tassel" and taught her the Indian ways, but she struggled hard to remember English and the "white ways" of doing things. The daily life among the Indians, the successful and unsuccessful attempts of escape by some of the captives, and the gradual adjustment of the Indians to the whites are vividly described. The outline of the story is true, and the author tells how she obtained the information to make the story.

167. INDIANS, Edwin Tunis. Ill. by the author. Cleveland: World, 1959. **6–9**

The day-to-day living of various groups of Indians before the white man came (except for the Plains Indians and their horses) is described in detail both in the lucid text and numerous drawings. Their dwellings, food and cooking, clothing, processing of materials like hides, metals, or wood, their wars and weapons, arts and crafts, and adaptation to their environment comprise the major portion. Tribes are grouped under woodland hunters, the Iroquois, southern farmers, midlands, buffalo hunters, those west of the Rockies, the desert dwellers, the northerners, and the townsmen of the western coast. This is an excellent source book, and younger children can gain much from the drawings alone.

168. THE AMERICAN INDIAN, William Brandon. Ad. by Anne Terry White from THE AMERICAN HERITAGE BOOK OF INDIANS. New York: Random, 1963. (A Landmark Giant) **6–9**

This compendium of information on the American Indian includes the early groups of the proto-Olmecs, Mayas, Toltecs, and Aztecs of Mexico, the Paracas weavers and Incas of Peru, and the Hohokam and Anasazi of southwestern United States. With the coming of the Europeans in the sixteenth century, the long struggle for supremacy began. Area by area, the life and culture of the Indians are described. The pressure of immigration that continually pushed them farther west and resulted in their final relocation on reservations is dramatically portrayed. Indian leaders like Tecumseh, Sequoyah, Sacajawea, Chief Joseph, Wolf Robe, Sitting Bull, Crazy Horse, Cochise, and Geronimo receive recognition. The last chapter discusses problems of Indians today and tells of attempts being made to alleviate them. There is a fairly extensive index.

AMERICA GROWS UP, 1800-1900

General

169. THE STAR SPANGLED BANNER, Ingri and Edgar Parin D'Aulaire. Garden City, N.Y.: Doubleday, 1942. **K–6**

Every person in the United States who is able ought to know all the verses of our National Anthem—and so few do! Here is a book that combines these stirring words with dramatic and colorful pictures recalling historical events.

Included are the bombardment of Ft. McHenry, the Statue of Liberty, General Washington, the Armed Forces, the Liberty Bell, the Landing of the Pilgrims, Abraham Lincoln, and a typical community in our free land. While this is decidedly a patriotic book, there need be no apology for this kind of indoctrination.

170. OUR COUNTRY'S STORY, Frances Cavanah. Pictures by Janice Holland. New York: Rand, 1945. 2–4

This attractive picture book outlines the development of America from 1492 through World War II by including simple accounts of crucial incidents. Included are the First Thanksgiving, Penn's treaty, Paul Revere's ride, the Fourth of July, Daniel Boone, the Lewis and Clark expedition, the Star-Spangled Banner, machines and inventions, the wagon trains westward, the fight for the Union, the transcontinental railroad, the telephone, telegraph and electric lights, automobiles, airplanes, and the two World Wars. The account ends with the section "People Learn to Work Together." A double-page map shows pictorially the gradual expansion of the country.

171. AMERICA GROWS UP: A HISTORY FOR PETER, Gerald White Johnson. Ill. by Leonard Everett Fisher. New York: Morrow, 1960. 5–8

This second of a series of three books being written for Peter by his grandfather presents the span of American history from July 4, 1776 to the beginning of World War I. This exceedingly readable interpretation of America's growth centers on the making of the Constitution, the contributions to government by Washington, Jefferson, and Hamilton, the Industrial Revolution, the War of 1812, Andrew Jackson's killing of the caucus and giving the choice of the president to the people, the causes leading to the Civil War and its aftermath, the expansion of big business and industry, and Theodore Roosevelt and Woodrow Wilson, both presidents that led. The acceptance of the responsibility for leadership of the free world was evidenced when America went to war in 1917 to defend the idea that "the state should be the servant of man." The book has a comprehensive index.

Over the Mountains

172. ANDREW JACKSON, FRONTIER STATESMAN, Clara Ingram Judson. Ill. by Lorence F. Bjorklund. Chicago: Follett, 1954. 5–7

This biography of Andrew Jackson shows him first as a boy during the Revolutionary War Days. He reads the Declaration of Independence publicly, gets involved in the War and is made a prisoner, but his mother gets him released in an exchange of prisoners. When she dies shortly after, he is left alone. He receives and squanders an inheritance, reads law, and goes West to practice. In Nashville he obtains a reputation for peaceful settlement of cases out of court. He marries Mrs. Rachel Robard believing her divorce accomplished, but two years later he finds this not true; so they are remarried. Later this episode is used against him politically. He develops his business, fights Indians and saves New Orleans, develops a loyal following and the nickname "Old Hickory." He is elected to Congress, entertains President Madison, is defeated by John Quincy Adams for the presidency in

1824 but goes on to be elected in 1828. Rachel dies before he is inaugurated, and he goes alone to Washington, where he kills the caucus, puts his friends in office, paves the way for the Federal Reserve System, and takes a stand on the supremacy of the Union. This biography shows his weaknesses and his anger, but makes him more of a human being than sometimes has been done. The authentic background for the story lends much information about the atmosphere of the times.

173. **FRONTIER LIVING**, Edwin Tunis. Ill. by the author. Cleveland: World, 1961. **5–8**

Like his earlier work on colonial life, the author compiles an authentic, almost encyclopedic, account of everyday equipment and activities of frontier life. Beginning with the Deepwater Frontier of 1725, the book treats successive frontiers, including the Piedmont, Kentucky, the Old Northwest, the Cotton Frontier, Missouri and Texas, Santa Fe and Oregon, California and the gold rush, Kansas, and the "run" for Oklahoma. There are sections on means of transportation, river and canal boats, wagon trains and stages, the Pony Express and railroads. The maps and meticulous black-and-white drawings show details that add greatly to the explanations in the text, and the comprehensive index is in keeping with the quality of the rest of the book.

The Northwest

174. **CHILDREN OF THE COVERED WAGON**, Mary Jane Carr. Ill. by Bob Kuhn. New York: Crowell, 1957. **4–6**

This is the story of a wagon train that left Independence in 1844 for the Willamette Valley. The account is filled with the problems of traveling over the rough country, with the ever-present threat from Indians, and of the everyday life on the trail. The crossing of the Platte, the stops at Fort Bridger and Fort Hall, the Islands Ford of the Snake River, and the arrival at the Whitmans' mission at Waiilatpu are vividly described. Throughout, the part played by the children in helping is told, and the meeting of hardships and danger with courage is shown. This is one of the most comprehensive books about the Oregon Trail for children and is a good book for reading aloud.

175. **TREE WAGON**, Evelyn Sibley Lampman. Ill. by Robert Frankenberg. Garden City, N.Y.: Doubleday, 1953. **5–7**

The story begins with the Luelling family packing for Oregon. Seenie, aged twelve, is given a gooseberry bush by her father, who is packing one wagon with 700 fruit trees. The seven wagons start out with the tree wagon leading, but later the men decide to split the train. All along the trees need watering, and Seenie cares for her gooseberry bush. But in spite of the care, some of the trees die. The tree wagon comes to be very important: it is used to test the safety of the raft in crossing the Platte; the Indians leave offerings of fresh meat on the wagon seat; and they help the train cross the swollen Green River, because they believe that spirits live in the trees. The group finally arrives in Oregon, where the surviving 350 trees and Seenie's gooseberry bush are planted in the new country. The author says that the Leulling and Hockett families did go to Oregon in 1847 with 350 trees.

176. THE LEWIS AND CLARK EXPEDITION, Richard L. Neuberger. Ill. by Winold Reiss. New York: Random, 1951. (A Landmark Book) **5–7**

Many specific details about this famous expedition are included in the anecdotes that comprise this account. The kind and number of supplies, the way the collection of flora and fauna for President Jefferson was made, and the dangers of the trail are vividly described. Members of the expedition emerge as individuals, and the last chapter tells what finally happened to them.

177. MARCUS AND NARCISSA WHITMAN: PIONEERS OF OREGON, James Daugherty. Ill. by the author. New York: Viking, 1953. **6–8**

This story vividly describes the lives of these two pioneers from their marriage until their violent deaths at the hands of the Indians they had befriended. The first of the four sections into which the book is divided tells of the recruitment of Narcissa Prentiss and Dr. Marcus Whitman as missionaries to the Indians, their marriage, and their rugged trip over the Oregon trail in 1836. The second tells of the trials in starting the mission and caring for all the wayfarers, of the drowning of the Whitman's baby, Alice, and of Marcus' trip East to plead the cause of their mission before the Board. Part three describes the westward migration sparked in part by Horace Greeley's report in the *Tribune* of his interview with Dr. Whitman. The last section portrays the frenzy of the Indians as they see the trains of wagons coming into their territory, climaxed with the massacre at the mission. An easier account that contains much of the same information is NARCISSA WHITMAN, PIONEER OF OREGON, by Jeanette Eaton (Harcourt, 1941).

178. OF COURAGE UNDAUNTED: ACROSS THE CONTINENT WITH LEWIS AND CLARK, James Daugherty. Ill. by the author. New York: Viking, 1951. **7–9**

This colorful report of the Lewis and Clark expedition of 1804-1806 draws heavily from the original journals kept by the leaders. The descriptions of the preparation for the river journey and the observations made along the way are substantiated by journal quotations and show the keen interest in nature possessed by the men. The important part played by Sacajawea, the Shoshone Indian woman who was the wife of Charbonneau, their interpreter, is emphasized, especially as it gave the party access to the Shoshone country. The dangers of the expedition are not glossed over and the book emphasizes the courage and resourcefulness of these explorers who opened the way to the Oregon country.

The Middle West

179. DOWN THE MISSISSIPPI, Clyde Robert Bulla. Ill. by Peter Burchard. New York: Crowell, 1954. **3–5**

Erik Lind, a thirteen-year-old farm boy in Minnesota in 1850, loves the Mississippi River. When his Cousin Gunder offers him a job as cook's helper on a log raft bound for St. Louis, Erik is overjoyed. His father lets him go, thinking it will cure him of the river. The trip is full of excitement. They get stuck on a sandbar; Erik fights Simpson and pushes him overboard; and Indians try to steal all their stores. When the raft is sold, Gunder goes on *The Kingfisher* to New Orleans, and Erik joins him at the last minute. The boiler blows up, and Gunder is hurt, but with Erik's help the two return to Minnesota by train and stage. Erik still wants to work on the river, and Gunder says that maybe in a few years the two can go together. This story gives a picture of the river traffic in its heyday.

180. Caddie Woodlawn, Carol Ryrie Brink. Ill. by Kate Seredy. New York: Macmillan, 1935. **4–7**

Caddie Woodlawn is a pioneer girl in Wisconsin during the 1860's. She is a real tomboy, though her mother and sister constantly urge her to be more ladylike. Caddie fights the biggest boy in school, gets and spends a sliver dollar (a real event then), and makes friends with Indian John. The high point of the book is her ride to warn Indian John the settlers are planning to attack the Indians because of the rumors of war. Indian John endangers his life to escort Caddie safely home in the night. Later the family learns they have inherited property in England, but they decide to stay and cast their lot with the growing America. The story is fast-moving and gives a realistic picture of pioneer days that contains fun and the joy of living, not only the grim hardships.

181. Little House in the Big Woods, Laura Ingalls Wilder. Ill. by Garth Williams. New York: Harper, 1953. **3–8**

The first in this series of eight books telling of pioneer life in the Middle West as lived by the Ingalls and Wilder families takes place in Wisconsin. The homey, everyday life of the family, Pa and Ma, Laura, Mary, baby Carrie, and eventually Grace, are told with all the drama yet with the security of the family. Little House on the Prairie finds them in Kansas, where they have moved. From there they go to Minnesota and live in a dug-out until their house is built, as told in On the Banks of Plum Creek. They go to the Dakota Territory, for Pa is a real pioneer, and this story is told in By the Shores of Silver Lake. During The Long Winter they stay in town and the blizzards cut them off from the rest of the world, but Almanzo Wilder saves them. The Little Town on the Prairie tells of Laura's teaching days and These Happy Golden Years of her married life with Almanzo. Farmer Boy tells the story of the Wilder family. This new edition is illustrated by Garth Williams, who visited the places where the family had lived in order to make the illustrations more real.

182. Better Known As Johnny Appleseed, Mable Leigh Hunt. Ill. by James Daugherty. Philadelphia: Lippincott, 1950. **7–9**

This story of a colorful character of American history is partly fact and partly fiction. The first part of the book contains biographical information about John Chapman, who was born in New York state, but later went West working as an orchardman. He followed the rivers and planted apple orchards until he was given the name Appleseed John, which later became Johnny Appleseed. As he traveled, he stopped at pioneer homes and along with his planting distributed Swedenborgian (religious) tracts, for he felt this was his mission. Eventually he penetrated as far west as the Mississippi. The second part of the book contains the legends that have grown up around Johnny Appleseed. The book has a map that shows his trips and the orchards he planted. An easier biography is Restless Johnny: The Story of Johnny Appleseed by Ruth Holberg (Crowell, 1950).

West–Southwest

183. The California Gold Rush, May McNeer. Ill. by Lynd Ward. New York: Random, 1950. (A Landmark Book) **4–6**

The excitement following the discovery of gold is conveyed by this account of life in California during the 1850's. Hope springs eternal as miners come from all parts of the country, then follow wherever there are rumors of new diggings. Several chapters describe how wide-open San Francisco finally obtained law and order, and another part tells how men like John Studebaker, Mark Hopkins, and Philip Armour started their fortunes. Finally the frantic rush subsided, but not before the population of California had increased and a knowledge had been gained of the land between the Mississippi and the Pacific.

184. Johnny Texas, Carol Hoff. Ill. by Bob Meyers. Chicago: Follett, 1950. **4–6**

In 1834, Papa, Mama, and ten-year-old Johann Fredericks come to Texas from Leipzig, Germany. The stagecoach driver tells the boy he will be Johnny in Texas; so Johnny Texas he becomes. The family copes with pioneer life, Baby Clara is born, and Johnny's father goes to fight Santa Anna for the freedom of Texas. The family moves into Harrisburg till the fighting is over, but when they return to their farm, they find the buildings have been burned, and they hear a rumor that Papa has been killed. Mama wants to return to the old country, but Johnny wants to stay. Suddenly Mama decides she cannot go, and when Papa returns safe and well everyone is happy again. Although the story is simple, the problems of pioneering and the spirit of the people are strong points. Johnny Texas on the San Antonio Road (1953) is another story with the same hero. This time he makes a 600 mile journey to Mexico to deliver cornmeal.

185. Tree in the Trail, Holling C. Holling. Ill. by the author. Boston: Houghton, 1942. **4–7**

From 1610 to 1834 the cottonwood tree stood as a sentinel on the trail to Santa Fe. A young Indian boy piled stones around the young sapling to save it from the buffaloes. As a young brave, he hung his first shield on the tree, and a Spanish priest left a note there in 1623. Gradually the tree came to be known as the Talking-Tree and became an island of peace and safety, respected by the Indians of the area. It saved the lives of Jed Simpson and Buck Smith when they were chased by some Arapahos. Buck remembered his father telling of Old Post Office, as he called it. When the tree finally died, Jed carved the wood into an oxen yoke and shaped it so all the curios lodged in the wood showed. When he led a wagon train from Independence, Indians who were enemies came peacefully to see the yoke.

The story ends with Many-Eagles' pronouncement that the good-medicine still lived in the yoke and would bring peace to Jed and Maria, the Spanish girl from Santa Fe who became his bride.

The Civil War

186. THE STORY OF ROBERT E. LEE, Iris Vinton. Ill. by John Alan Maxwell. New York: Grosset, 1952. (A Signature Book) **4–6**

Robert E. Lee's boyhood experiences in Alexandria, Virginia, and at Stratford Hall, the old Lee plantation, are described in the first part of the book. The rest is devoted to his Army life at West Point as a cadet, his assignment at St. Louis, Mo., the border raids, his part in the Mexican War, and his leadership in the Civil War that showed his military genius. Another biography that gives greater detail about the various battles of the Civil War, including the Battle of Gettysburg, is LEE, THE GALLANT GENERAL by Jeanette Eaton (Morrow, 1953).

187. ABRAHAM LINCOLN: AN INITIAL BIOGRAPHY, Genevieve Foster. Ill. by the author. New York: Scribner, 1950. **4–6**

This readable biography is well organized and illustrated and includes the important events in the life of Abraham Lincoln. There are double-page spreads that show his experiences graphically—Kentucky, the backwoods, New Salem, Springfield, 1861, and the White House. It includes his death; one chapter is entitled "The Last Day." The amount of specific detail that has been put into this simple book is much greater than the format implies, and though simply written, it is direct and objective.

188. AMERICA'S ROBERT E. LEE, Henry Steele Commager. Ill. by Lynd Ward. Boston: Houghton, 1951. **6–8**

A noted historian has written this beautifully illustrated biography of Robert E. Lee which tells briefly of his childhood, then concentrates on his life as a soldier. His Army career is traced through his different assignments —engineering work in St. Louis and at Fort Hamilton, N. Y., superintendent of West Point Academy, his work on the Texas Frontier, and his participation in the Mexican War, showing how he rose in rank and responsibility. But it was his tactical genius in leading the Army of Northern Virginia during the Civil War that gained him lasting fame. This biography shows Lee's development as a military leader and his personal conflict in giving his support to the Confederacy.

189. INVINCIBLE LOUISA, Cornelia Meigs. Ill. with photographs. Boston: Little, 1933. **6–9**

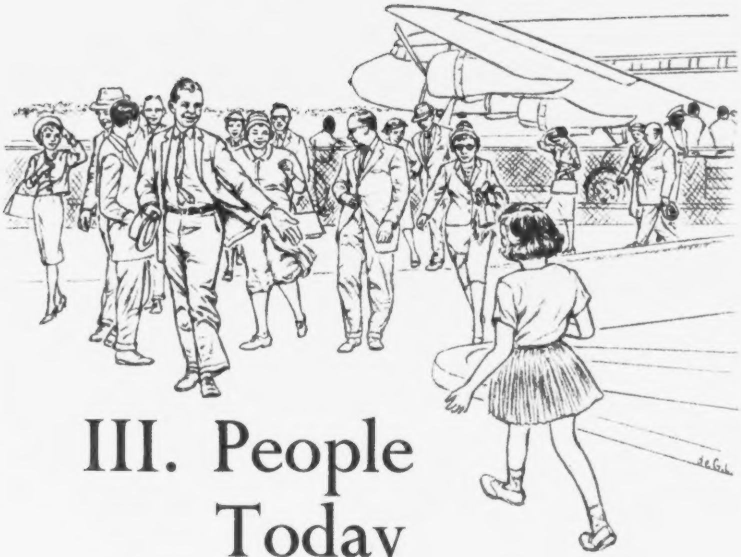
This biography of Louisa M. Alcott not only gives information about the author of LITTLE WOMEN and the setting in which it is placed, but also describes life in America during the middle 1800's, including conditions in Washington, D. C., during the Civil War. Louisa was born in Pennsylvania, but the family moved to Massachusetts when she was still a child. Her famous father, Bronson Alcott, was a teacher and a friend of other well-known figures of the day—Emerson, Hawthorne, and the Transcendentalists. Her father's idealistic dreams are coupled with her mother's practicality, and through the experiences of the family, especially at "Brook Farm," readers are given a picture of one of the notable experiments of the nineteenth century.

190. ABRAHAM LINCOLN, James Daugherty. Ill. with lithographs by the author. New York: Viking, 1943. **7–9**

The cadence of the prose and the power of the illustrations make this biography of Abraham Lincoln a distinguished work. The book has six sections—an Introduction including Lincoln's early life, "A Lawyer in Springfield," "Mr. Lincoln Goes to Washington," "1862—Abraham Lincoln Gives Us a Man," "1863—A New Birth of Freedom," and "1865—A Man for the Ages." There are quotations from Whitman and others throughout, and the Gettysburg address is printed in blank verse form on one page showing that it contains but ten sentences. Many incidents, familiar and otherwise, are told so vividly and in such detail that the real character of the man emerges. Though difficult for all but the best sixth graders, parts of this could well be read aloud to even younger groups.

191. ABRAHAM LINCOLN'S WORLD, Genevieve Foster. Ill. by the author. New York: Scribner, 1948. **7–9**

This book is organized like others in the series, and treats the span of Abraham Lincoln's life from 1809 to 1865 in five periods. Each of these is introduced by a double-page spread illustrating the outstanding events and people of that period. Part I goes up to 1815, Part II from 1815-1830, Part III to 1848, Part IV to 1861, and Part V, 1861-1865. Important people mentioned include Victoria and Albert and Florence Nightingale of England, Napoleon III of France, the Hapsburgs and Hohenzollerns of Austria and Prussia, David Livingston in Africa, Kit Carson, Buffalo Bill, Clara Barton and Harriet Beecher Stowe of America, Jenny Lind of Sweden, and Hans Christian Andersen of Denmark. The struggles for freedom in France, Mexico, South America, England, and Texas are described, and throughout runs the story of Lincoln. The many proper names and the historical background needed make the book as difficult as it is.



III. People Today

ELEMENTARY school children today need to know complete, accurate, up-to-date information about the world in which we live. This becomes increasingly important as the world shrinks in size each year, for transportation and communication advances force us into a "One World" concept, whether we will or not. If people are to understand the backgrounds of various areas of the world when it becomes their turn to assume the reins of government, today is not too soon to begin.

But it is not only in preparation for the future that the study of geography, history, and customs of a country makes a contribution, but the enjoyment of the present as well. Children are eager to learn and are interested in other people. By the age of eight, they are beginning to be interested in children of other lands. It is also in the third grade that more specific attention is paid to the beginnings of geography, though in the previous years a foundation has been laid through community study. In succeeding years children study various areas of the world, though admittedly often at a very superficial level.

This section of the bibliography describes children's books that can be used in the study of a particular geographical area or of a specific culture. Certain pitfalls are inherent in such a presentation. Countries and areas must be presented as they are today, not only as they were yesterday. Many of the books treat the history of the country, and this background is essential if the actions of today are to be interpreted correctly. Second, the everyday living of the people within a country rather than the bizarre and colorful customs, holidays, and celebrations should be included in order for children to obtain a realistic picture. Third, a fair perspective of the problems and contributions of the country or area should be presented, not just the worst or the best. And last, no country should be judged by comparison with American standards of housing and plumbing, for example, but according to the conditions and environment of the country and the people and of their adaptation to the situation.

Wilson and Collings, in their discussion of "Education for International Understanding" recommended the following approach:

> Instruction in history or geography or literature, or in any combination of materials organized as a social-studies program, should emphasize variation in persons as well as in things within different cultural contexts. To the extent possible, pupils studying another culture should penetrate to its value system. The mental habits and assumptions of a culture where exchange of goods is based on barter rather than on a fixed price, for example, are more important to international understanding than are the facts of the exchange; to study the bazaar only as a tourist might see it, without reference to the mental habits on which it is based, is to omit the essence of cultural variation as an element in international understanding.[1]

In surveying children's books about different countries, one is struck by the number of good books that have copyright dates since 1955. Since political conditions in a country change rapidly, even this year's book becomes outdated shortly. One is also struck by the contributions that famous explorers and writers have made to books for children, and by the increasing number of series books about other countries. Unfortunately, however, there are still too few books about the Middle East, Australia, and some parts of Asia and South America.

Some of the series books about foreign countries are listed alphabetically below. Most of these are best suited to grades five and up, though children in grades four who are not able to read the text will gain from the illustrations.

Around the World Today Books (Watts) are photographic stories about real children in foreign countries. Grades 3-6.

American Regional Series (Lippincott) by Lois Lenski describes typical activities of the area, and the problems as seen through the eyes of the children. The author uses the local dialect, which adds to the color as well as to the difficulty of the books. Grades 4-6, usually.

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[1] Howard E. Wilson and Miller R. Collings, "Education for International Understanding," SOCIAL STUDIES IN THE ELEMENTARY SCHOOL, National Society for the Study of Education Yearbook LVI, Part II, p. 246. Chicago: University of Chicago Press, 1957.

Challenge Books (Coward) show how man faces the geographical challenge where he lives. Usually grades 5-7.

Children of the World Books (Follett) are pictorial accounts of children today, with simple text describing their everyday activities. Grades 3-4.

Christmas Round the World Series (Follett) portrays everyday life in the country, including the Christmas customs, through a simple story. Grades 4-6.

Colonial American Craftsmen Series (Watts) describes the beginings of American industry through the work of early craftsmen. Grades 4-6.

First Books (Watts) include a long list of titles treating history, folklore, religion, various countries, and other topics. Though they look somewhat like picture books, the grading is 5-7.

Getting to Know Books (Coward) are introductory accounts about different countries. Grades 4-6.

Lands and Peoples Series (Holiday) include brief books giving an overview of a country, its history, geography, and political situation. Grades 6-9.

Lands and Peoples Series (Macmillan) is published in Great Britain and usually written by a Britisher. The series is interesting because of the point of view. Grades 6-8.

Let's Visit Series (Day) gives up-to-date, usually firsthand accounts of the history, people, customs, and the country's significance today. Grades 4-6.

Life in Other Lands and Life in America Books (Fideler) are more like geography textbooks in format, and it is suggested the books be used as texts. Nevertheless, they contain unusually good photographs of the various countries and give a good general overview—the geography, products, and the development of ways of making a living. Grades 5-6.

Made in Books (Knopf) generally treat the products of the country, but some of them also treat the culture as a whole. These are quite difficult reading and will be interesting only to the very best readers. Grades 6-9.

Meet the World Books (Harper) are contemporary accounts of the social and political developments of the area shown against a background of the history and geography. Grades 5-7.

My Village Books (Pantheon) are told in the first person, usually by a boy about twelve, and describe the family, village, work, play, and customs of the people, giving a very personal view of their daily life. The photographs are excellent. Grades 4-7.

Picture Map Geography Series (Lippincott) presents pictorial maps of the various countries of the area involved, then in the short accompanying text, describes the geographical formations, products, and perhaps includes a bit of the history. Grades 5-8.

Picture Story Books (McKay) are large picture books giving a brief overview of the country, but usually emphasize the contemporary situation and the customs of the country. Grades 4-6.

Portraits of the Nation Series (Lippincott) contains a comprehensive account of the land, history, geography, and life of the country involved. There is a section of photographs, and the books are often entitled THE LAND AND PEOPLE OF—or THE LAND OF THE—PEOPLE. Grades 6-9 and above.

Keys to the City Series (Lippincott) shows the development and current status of various cities of the world, including economic, educational, and recreational aspects. Grades 4-7.

This is ——— Series (Macmillan) by Sasen captures the spirit and character of cities and countries around the world. Grades 3-6 and up.

World Background Books (Scribner) contain much information about the land and people and are written on a more advanced level requiring not only good reading ability, but a certain amount of background as well. Grades 7-9 and up.

In presenting the books in the list which follows, several of the classics like HANS BRINKER, OF THE SILVER SKATES and HEIDI have been omitted. The emphasis is rather on countries in the news in Africa, Asia, and the Middle East. The section on the United States is rather short, because so many of the books of fiction have a setting in our country. The stories included are either distinctive, about a particular section or group, or they are stories of typical, everyday children. Although the list is somewhat unbalanced, this is in part due to the actual number available. For example, there are still many more books about China and Japan (though not many post-World War II), but few about Malaya. In the future, it is hoped that some of the more remote areas of our world will be represented. Of course not every book in every series could be included, and you will find several others in the series about countries you may be studying.

GENERAL

192. PEOPLE OF THE WORLD: ZULUS, SHERPAS, MAORIS, DECCAN INDIANS, Volume I, Agnes Jackson and others. New York: Walck, 1959. 4–7

The four groups of people included in this first volume of the series are realistically described. The homes, food, clothing, beliefs and customs of each are included. The constant warring of the Zulus under Chaka, Dingaan, and Cetewayo is rather grim, but the work of the mission schools and hospitals is also mentioned. In contrast, the Sherpas of Nepal are a happy people who have a difficult time raising their yaks in the mountainous home. The children in Namche Bazar, the largest village, do go to school; and many of the people are Buddhist. The men have earned their reputation as bearers, and one of them, Tensing, scaled Mt. Everest. The Maoris of New Zealand show both the old and the new culture; some are still farmers, but their children work in the city. They have their meeting houses, but now they have plumbing. Not so with the Indian village on the Deccan Plateau. The poor villagers live in two rooms, utilize dung for fuel, and hope for enough water. Changes are coming slowly there, too, with a cooperative sugar factory and improved farming. These four areas of the world illustrate changes brought by modern methods.

193. IGLOOS, YURTS, AND TOTEM POLES: LIFE AND CUSTOMS OF THIRTEEN PEOPLES AROUND THE GLOBE. Ed. Friedrich Boer. (Trans. from the German by Florence McHugh.) New York: Pantheon, 1957.

This book is the joint effort of four experts from the Hamburg Museum of Ethnology and Prehistory with illustrations by two of the museum artists. Each chapter deals with a primitive people, and is told in the first person by a child of the tribe. The homes, food, dress, customs, and crafts of each group are described, and a small outline map of the world is included in each chapter showing its location. Included are the Australian aborgines, Samoans, the Kirghiz tribe from Kazakhstan, the Jivaro Indians of South America, the Haida Indians of North America, the Eskimos of northern Canada, and the Selknam tribe of Tierra del Fuego. Other groups are from Siberia, the African bush, the Congo, the Sudan, the Sahara, and New Guinea.

194. PEOPLE AND PLACES, Margaret Mead. Ill. by W. T. Mars and Jan Fairservis and with photographs. New York: World, 1959. **6–9**

This introduction to anthropology describes the life and culture of five primitive peoples—the Eskimo, Indians of the Plains, the Ashanti of West Africa, the Balinese, and the ancient Minoans of Crete—against a background of the evolution of man from the dawn of history. Among these groups are people who hunt, cultivate crops by hand or with the use of animals, or who sail the seas to make a living. Yet each of them shows how man has learned to solve problems of keeping alive—how to make shelter, containers, tools and weapons, to make and use fire, to communicate, to observe rules for family and group living, to develop ideas about ornamentation, rhythm, and sound, and to hold beliefs about the supernatural. As each civilization learns to harness power and tries to explain the meaning of existence, it has enriched the world, but the pressing problem of today is how to eliminate warfare and to make it possible for all people to share in the good life. The many photographs and colored illustrations, the bibliography, and index add to the use and understanding of the text.

NORTH AMERICA

United States—General

195. WILLIAMSBURG IN COLOR, COLONIAL WILLIAMSBURG, WILLIAMSBURG, VIRGINIA. Photographs by Thomas L. Williams. New York: Holt, 1959. **3–6**

This beautiful book of colored photographs shows present-day Williamsburg as it has been reconstructed. The homes, both interior and exterior, the gardens, the shops, and the government houses are shown through four seasons. There is a brief introduction and a short conclusion.

196. THIS IS SAN FRANCISCO, Miroslav Sasek. Ill. New York: Macmillan, 1962. **3–6**

This charmingly illustrated, oversize picture book is typical of the several that this author-illustrator has done. He takes the reader on a stroll through the city and shows the hills and cable cars, Fisherman's Wharf and the famous bridges, Presidio Terrace and Mission Dolores, and the Japanese Tea Garden. Cliff House, Alcatraz, and Chinatown are also depicted, and the tour ends at Union Square. Throughout the book, the artist has caught the interesting details that give San Francisco its cosmopolitan character. There is a similar book on New York and several on European cities.

197. THE KEY TO CHICAGO, Martha Bennett King. Ill. Philadelphia: Lippincott, 1961. (Keys to the Cities Series) **4–6**

The vitality and excitement that is Chicago shows throughout this interesting account of the city. Many of the "greatest" or "biggest" or "firsts" are cited, with statistics that can be checked to prove the claims. The book also contains items like the fact that the nickname of "The Windy City" comes not from the elements, but from the boasting that was done regarding the Columbian Exposition of 1893. In the first part of the book, economic, educational, and recreational aspects are considered, followed by a brief history. The city's part in the Atomic Age is discussed, and the improvements planned for the next ten years are listed. An index adds to the utility of the book. There are others in this series on Philadelphia, San Francisco, and several foreign cities.

198. AMERICAN HOUSES: COLONIAL, CLASSIC, AND CONTEMPORARY, Edwin Hoag. Ill. with photographs. Philadelphia: Lippincott, 1964. **6–9**

Changing American life is interpreted through the kinds of homes that people build. After a brief discussion of types from "caves to castles" and a description of Indian homes, the author traces the evolution of styles in architecture from colonial to modern times and points out how each has been adapted to the environment and way of life—the New Englanders who put clapboards over the original wattle-and-daub to help keep out the cold, the rear additions that resulted in the "salt box" shape, the New Amsterdam brick house, the Pennsylvania fieldstone ones, and the introduction of Georgian architecture with improved economic conditions. The Spanish and French influence, the Greek revival, and the pioneering ideas of Frank

Lloyd Wright and Buckminster Fuller are all included. The well-chosen photographs illustrate the text, and a bibliography and an index are appended.

199. THE FIRST BOOK OF WORLD WAR II, Louis L. Snyder. Ill. with photographs. New York: Watts, 1958. **5–7**

This overview of World War II begins with the attack on Poland, then reviews the complex causes of the war, going back as far as the eighteenth century. Hitler's step-by-step conquest of Europe, the sinking of the Cunard liner *Athenia*, and the orderly retreat from Dunkirk showed losses, but with the winning of the Battle for Britain the tide turned. The part played by the Russians in the defense of Stalingrad and by the United States in supplying aid to Britain then entering the war is given due credit. The entry of Japan into the war, the North African campaign, the invasion of Europe, and ultimate victory after the A-bomb are described in brief. Problems of peace are posed, and the hope of the world is seen in the elimination of wars. The many photographs contribute to the realism of this bird's-eye view.

200. PICTURE MAP GEOGRAPHY OF THE UNITED STATES, Vernon Quinn. Ill. with picture maps by Paul Spener Johst. Fourth impression with revisions. Philadelphia: Lippincott, 1959. **5–8**

For each of the 50 states there is a full-page pictorial map showing products, the location of the capital and two or three other important cities, and three pages of text. A bit of history, the place-names associated with the state, its terrain and products, and a brief characterization of the people and the area are contained in the written portion. That the author can pack so much information into such a short space and at the same time do so without monotony makes this book useful as an overview, as well as for reference and cursory reading.

United States—Today

201. BLUEBERRIES FOR SAL, Robert McCloskey. Ill. by the author. New York: Viking, 1948. **K–2**

When Little Sal and her mother and Little Bear and his mother go picking blueberries on the same hillside all goes well until they get mixed up. Little Sal follows Little Bear's mother, and Little Bear follows Sal's mother until the mothers turn around. Then the mix-up is straightened out, and Little Bear and his mother and Little Sal and her mother go down opposite sides of the mountain; and no one is particularly excited.

202. HENRY HUGGINS, Beverly Cleary. Ill. by Louis Darling. New York: Morrow, 1950. **3–6**

This first book about Henry Huggins and his friends finds him living on Klickitat Street and in the third grade at school. He befriends a dog at the drugstore, gets permission from his mother to keep him, but getting home with him on the bus presents a problem that is funny to some but not to Henry. He buys a pair of guppies for 79¢, then sells their offspring to the pet store for seven dollars' credit which he uses to buy a tank, heater, and thermostat. His father then buys him a catfish. One episode follows another: Henry earns money to replace the football that got thrown into a passing car, only to have the football returned so then he can buy one of his own; he is in the Christmas pageant with paint on his hair; and Ribsy, his dog, gets a silver cup for being the most unusual dog. There are several books about this lively boy and his friends: HENRY AND BEEZUS (1952), HENRY AND RIBSY (1954), BEEZUS AND RAMONA (1955), and HENRY AND THE PAPER ROUTE (1957). ELLEN TEBBITS (1951) and OTTO SPOFFORD (1953) are by the same author.

203. THE MOFFATS, Eleanor Estes. Ill. by Louis Slobodkin. New York: Harcourt, 1941. **4–6**

Sylvie (15), Joey (12), Jane (9), and Rufus (5½) live with Mama in the yellow house on New Dollar Street in Cranbury, Connecticut, near New Haven. They are poor in this world's goods but rich in the fun of living. Jane is afraid of being arrested for mimicking Chief Mulligan, but ends up as his friend. Rufus and his accomplice Hughie run off in a box car the first day of school, and Joey, Jane, and Rufus lose Captain Rowley of the Salvation Army out of his own horse and wagon, and they rig up Madame-the-bust (Mama's sewing form) to look like a ghost and scare their enemy Peter Frost. Joey steals the show at the dancing recital, and he and Jane have a real scare when they think they have lost the coal money. But everything comes out well—they get new kittens, have a ride on the trolley, and finally look forward to their new home when the yellow house is sold. THE MIDDLE MOFFAT (1942) tells more about how Jane became the "mysterious Middle Moffat" and RUFUS M. (1943) tells of the youngest.

204. ROWENA CAREY, Ruth Holberg. Ill. by Grace Paull. New York: Doubleday, 1949. **4–6**

Pudgy Row wants to buy a horse, and this is the story of her various attempts at earning money to fulfill her wish. Although her schemes are not very successful, she does have interesting experiences in her New England seaside town. And it is Eddie, one of the "summer people," who makes it possible for her to learn to ride. In the sequel, TOMBOY ROW (1952), she and her friend, Doody, put on an amateur theatrical, she keeps Hector, the dog, from spoiling the Memorial Day parade, and there is a St. Patrick's Day show in the Town Hall. ROWENA THE SAILOR (1954) has a crush on Jennifer, who is older than she. Rowena goes in for sailing this summer, but Jennifer seems more interested in boys. Most of the escapades included in these stories are plausible, and there is always the security of the small town where everyone knows everyone else.

205. SHOO-FLY GIRL, Lois Lenski. Ill. Philadelphia: Lippincott, 1963. (A Regional Story) **4–6**

As the title suggests, this regional story is of a little Amish girl, Suzanne Fisher, and her family who live in Lancaster County, Pennsylvania. The book contains everyday occurrences—the continual work of the farm and house, school, going to market, children's pranks. The peace and security of home in this tightly knit group is a recurring theme, and the problem Suzanne has when her older brother Jonas threatens to "be English," as they call all non-Amish, is a heavy burden to her. There are other trying times—her Grossmama's accident in the buggy, the accidental shooting of her pet crow, Jackie, and her own illness, but these are resolved or accepted as she grows up a bit more and appreciates her way of life. In the foreword the author gives a fine background for the story.

206. Henry Reed, Inc., Keith Robertson. Ill. by Robert McCloskey. New York: Viking, 1958. **5–7**

Henry Reed, whose father is in the American consulate in Naples, comes to Grover's Corner, near Princeton, New Jersey, to spend the summer with his Uncle Al and Aunt Mabel. He decided to keep a journal of his experiences, and the book is it. His teacher wants examples of American free enterprise; so Henry starts his company, Henry Reed, Inc. for pure and applied research, in the barn on his mother's property. Before long Midge Glass volunteers to join and is told she can be a member when she contributes two rabbits, one of which is then on the loose. Henry and Midge deal in earthworms and painted turtles, they strike oil and get a culvert replaced, and eventually Midge becomes a member because Mathilda, the rabbit, produces eight offspring. But besides the business, they get involved with a wasp's nest, a balloon ascension, and a good bit of newspaper publicity. Through it all, Henry's journal maintains its dignified air, yet the book is hilarious and the children sophisticated, but realistic. His activities are continued in Henry Reed's Journey (1963).

207. Strawberry Girl, Lois Lenski. Ill. by the author. Philadelphia: Lippincott, 1945. **4–6**

This story of Birdie Boyer tells the struggles of her family to eke out a living in Florida. Their troubles with the shiftless Slaters, another Florida Cracker family, are somewhat alleviated when young Sam Slater is converted to another way of life. The use of the local dialect adds to the difficulty of the reading but also gives the story a regional flavor.

208. Blue Ridge Billy, Lois Lenski. Ill. by the author. Philadelphia: Lippincott, 1946. **4–6**

This picture of life in the hills of North Carolina is told through the activities of Billy Honeycutt, who longed for a fiddle. Like other regional books, this contains the local dialect. It also has a glossary of mountain words and phrases.

209. Coal Camp Girl, Lois Lenski. Ill. by the author. Philadelphia: Lippincott, 1959. **4–6**

Another of the American Regional Series, this book is about a coal miner's family of Linden, West Virginia. Nine-year-old Tina (Christina) Wilson suffers the joys and heartaches of miner's families everywhere—buying with scrip at the company store, visiting the mine, waiting to hear if Uncle Jack is safe, worrying about her father when the mine floods, fainting at school from lack of food, and burning her leg when her dress catches fire. When her brother Jeff and two other boys are lost in an abandoned mine, the way in which all the neighbors pitch in to help typifies the miners' spirit of cooperation. But in spite of all the hardships, there was also the fun of riding Grandpa's ponies, and the excitement of Uncle Jack's wedding. In the end Jeff decides he, too, will be a miner.

210. CANADIAN SUMMER, Hilda van Stockum. Ill. by the author. New York: Viking, 1948. **5–7**

This second book, which follows THE MITCHELLS (1945), begins with their moving from Washington, D. C. to Montreal. But the only house they can find for the summer is a cottage in the mountains with only the bare essentials of living. They must pack the groceries up a trail, carry water, cook on a wood stove, and generally rough it. But all six children find something to their liking, make friends with the neighbors, and support each other through the minor trials of living. At the end of the summer they have the assurance of a permanent home. Still another book about the family is FRIENDLY GABLES (1959).

211. YONIE WONDERNOSE, Marguerite De Angeli. Ill. by the author. New York: Doubleday, 1944. **1–3**

Yonie was a curious little Pennsylvania Amish boy who was always wondering about something. But his curiosity paid off when he was left alone one day and the barn caught fire. He saved the animals, but worried about what his father would say. But his father was proud of him and gave him his reward. HENNER'S LYDIA (1936) describes the Pennsylvania Dutch near Lancaster, and other books by the same author-artist tell of special groups. Her pictures are always charming, and the books carry a social theme.

212. LENTIL, Robert McCloskey. Ill. by the author. New York: Viking, 1940. **2–4**

Lentil lived in Alto, Ohio, and since he could not sing, he bought a new harmonica. When Colonel Carter, who was the town's most important citizen, was returning after an absence of two years, the people planned a big celebration. Old Sneep did not like much of anything; so at the celebration, he sat on a roof sucking a lemon. When the welcoming band saw this, they could not play a note, but Lentil saved the day with his harmonica. The jaunty pictures containing so many small-town details could only have been drawn by someone who knew small towns, as this artist does.

213. HOMER PRICE, Robert McCloskey. Ill. by the author. New York: Viking, 1943. **3–6**

Homer is an alert, active boy who has all sorts of adventures in his town of Centerburg. He follows the "sensational scent," works his uncle's doughnut machine but has difficulty in making it stop; he participates in the pageant, and generally has exciting adventures, though sometimes these are a bit implausible. CENTERBURG TALES (1951) continues his adventures.

214. THIMBLE SUMMER, Elizabeth Enright. Ill. by the author. New York: Rinehart, 1938. **4–6**

One hot summer day, Garnet finds a silver thimble, and from that time on special things seem to happen to this Wisconsin farm girl. The rains come, her father gets money to build a new barn, and she gets to stay up all night when the men watch the lime kiln. Then thirteen-year-old Eric

Swanstrom, an orphan, comes, and her father asks him to stay. Garnet and Citronella are locked in the library. Garnet takes a trip to New Conniston all alone, and Timmy, her pig, wins a blue ribbon at the Fair. So she decided to call this the "Thimble Summer." The everyday activities of farm life are vividly and realistically portrayed, with an underlying tone of the goodness of life.

215. PRAIRIE SCHOOL, Lois Lenski. Ill. by the author. Philadelphia: Lippincott, 1951. **4–6**

This regional book, like others, is based on real happenings. Delores and Darrell Wagner are two children who attend the Oak Leaf School in rural South Dakota. Their teacher, Miss Martin, lives in an apartment in the school building, and this is fortunate when the children are snowbound at school. When Delores has an appendicitis attack, Miss Martin finally gets her to the hospital. The rigors of a South Dakota winter (of 1949) and the way the people cooperate are vividly portrayed.

216. BOOM TOWN BOY, Lois Lenski. Ill. by the author. Philadelphia: Lippincott, 1948. **4–6**

When oil is struck on Grandpa Robinson's farm, there are many changes that the sudden wealth brings in its wake. Ten-year-old Orvie and Grandpa are the only ones who keep their values straight throughout the story—that wealth cannot bring happiness and that there is unhappiness, too, in the midst of prosperity. After a wonderful orgy of spending, the family moves back to the farm and simple living.

217. COTTON IN MY SACK, Lois Lenski. Ill. by the author. Philadelphia: Lippincott, 1949. **4–6**

This is a very realistic story of Joanda Huntley and her family, who are first sharecroppers, then tenant farmers. Their family is completely dependent on cotton, and often they have spent most of the crop before they get it by extending their credit. The money they earn picking cotton is easily spent, and their struggle to get ahead seems hopeless. Their experiences in town are a real lesson in economics.

218. TEXAS TOMBOY, Lois Lenski. Ill. by the author. Philadelphia: Lippincott, 1950. **5–7**

This story of Charlotte Clarissa Carter, a Texas tomboy of the early 1900's who preferred to be called Charlie Boy, shows not only how she began to change from a selfish, undisciplined rowdy into a more thoughtful, considerate girl, but also the fight cattle ranchers had with drought to keep their ranches. The everyday life of the ranch is portrayed—the care of cattle, dipping to prevent fever, roundups, fence-mending, and the problem of water. The effect of the rough life on women who wished to keep some semblance of civilization is clearly shown by Mrs. Carter, who tried hard to make Charlie more ladylike. The closeness of the family in times of trouble and the help given by neighbors are exemplified when Dan Carter falls from the windmill. The decision to stay on the ranch is made, and the rains that come to break the drought give promise for a future where man will learn to use the land better.

219. A SANTO FOR PASQUALITA, Ann Nolan Clark. Ill. by Mary Villarejo. New York: Viking, 1959. **2–4**

When the Santero, who carved wooden likenesses of Saints, and his wife came to the orphanage of Santa Cruz in New Mexico to ask for the gift of a child, they chose small Pasqualita. She goes with her new grandfather and grandmother over the hills to her new home in Cundiyo. The Santero wants to carve her Saint, San Pasqual, but it is not until the troubadour comes for Guadalupe Day and shows a picture of the Saint that Santero can carve a likeness for Pasqualita. Her Saint turns out to be the Kitchen Saint, but Pasqualita has already learned to cook. The story is told in a blank verse style reminiscent of the language of the people.

220. PINTO'S JOURNEY, Wilfrid S. Bronson. Ill. by the author. New York: Messner, 1948. **3–5**

Pinto Goodluck, who was nearly nine, lived in an Indian village in New Mexico with his mother and his grandfather, a silversmith. When the war came, Big Earrings, the grandfather, had used up all his turquoises and could make no more jewelry, for the mines were closed. Pinto overhears his mother and grandfather talking, and Big Earrings tells of a secret place he knows to get the stones, but he is too old to go there. So Pinto decides to go on his burro, Ambrosia. He takes with him the hammer, some food, a wool blanket, and his bow and blunt arrows. He and Ambrosia finally get to the secret place, he pounds out stones enough for one bag full, then spends the night in the little cave. During the night a mountain lion comes, and Pinto shoots one of his blunt arrows right into the mouth of the lion, who promptly falls over the cliff. The next morning Pinto throws the snow too high when he is trying to put out the fire and hits the rock that is still warm. A big piece full of little blue stones falls off. So now his other sack is full, and he makes his way home where he is received joyfully. Big Earrings says he will teach Pinto so that before he is fourteen he will be a full-fledged silversmith.

221. THE BLUE MARSHMALLOW MOUNTAINS, Lucille Mulcahy. Ill. by Don Lambo. New York: Nelson, 1959. **4–6**

Miguel and Paquita take a trip with their grandfather Juan in his peddler's wagon, because their mother's death had left them orphans. Their trip takes them to the Sangre de Cristo Mountains—blue marshmallow mountains, Paquita calls them. They see a mysterious visitor at the ranch where they stop and meet a cool reception from the people of Tomas, who have had a painting stolen from their Church. In the little town of Mirlo, the children and their grandfather see a house for sale that suits them exactly except it is too expensive, and they go on to the fiesta at Cencerro. They help obtain the missing painting, and eventually get their house at Mirlo.

222. PACO'S MIRACLE, Ann Nolan Clark. Ill. by Agnes Tait. New York: Farrar, 1962. **4–6**

Pierre, the Old One, and the boy, Paco, were happy on the mountain. Pierre carved small wooden animals, and Paco made friends with the animals of the woods. But the Old One becomes ill and must be taken to the hospital in Sante Fe; so Paco goes to live in the Spanish village with Tio Tomas. Together they add a room to the house for Paco and a lean-to for animals. Then Tomas weds the beautiful Pita, who becomes Paco's "Tia Pita." Paco likes this new home and is glad the Old One is comfortable in Santa Fe with the Sisters to look after him, but he misses the mountains and goes back for a visit. When the plans for the Christmas Posada go awry, it is Paco who has a dream that sets things right, and from it he also gains the wild dog as a friend. Throughout the story flows an undercurrent of goodness, kindness, and faith.

223. . . . And Now Miguel, Joseph Krumgold. Ill. by Jean Charlot. New York: Crowell, 1953. **6–9**

Although Miguel is only twelve, he greatly desires to go to the Sangre de Cristo Mountains with the men of the family to care for the sheep during the summer. He prays to San Ysidro, the farmer's saint, and all the time helps with the branding and the orphans. Finally, when his older brother must go to war, Miguel is needed on the mountain, and he takes his place with the men. The charm of the story lies in the simplicity and faith of Miguel, in his English that has such a Spanish flavor, and in the fine relationships of the family.

United States—Regional

224. Song of the Swallows, Leo Politi. Ill. by the author. New York: Scribner, 1949. **K–3**

Juan liked to visit Old Julian, the bell ringer and gardener of the Mission near Capistrano, and see the birds. The most joyous birds were the swallows, who returned every year on Saint Joseph's day. Juan and Julian watched the old birds teach the young ones to fly, then eventually they left for the southland again. Juan decided to make a garden in front of his house and maybe the swallows would come there. He began his garden during his vacation, then after autumn and winter had passed, Juan watched for the swallows' return. Soon they came, and Julian and Juan rang the Mission bells to tell the people. When Juan got home there in his garden were two swallows.

United States—Alaska

225. Boy With a Harpoon, William Lipkind. Ill. by Nicholas Mordvinoff. New York: Harcourt, 1952. **2–4**

A little Eskimo boy is given the name of Fish because he upset his kayak, lost his paddle, and had to be fished out of the water. He wants to go on a whale hunt, but knows that he will have to prove himself first. One day he harpoons a big oogrup seal, and after anchoring his line, goes to the village for help because he knows the seal is too big for him to manage alone. The seal is salvaged, a celebration follows, the hero's name is changed to Little Seal, and he gets his wish. The story is accurate in its portrayal of Eskimo life.

226. Benny's Flag, Phyllis Karsilovsky. Pictures by W. T. Mars. New York: World, 1960. **3–5**

In October, 1926, the Alaska Flag Contest was begun, and children in grades seven to twelve were eligible to submit designs. Benny, an Indian orphan who lived in the mission home, made his flag with a gold star-dipper on a blue field. He wanted the blue for the sky and the forget-me-nots, the North Star for the future state, and the dipper for the Great Bear, showing strength. In May, 1927, the Territorial legislature officially adopted Benny's flag, and he proudly carried it in the Fourth of July parade. This story is true, and Benny's picture and flag are in the Territorial Museum at Juneau.

227. Getting to Know Alaska, Jim Breetveld. Ill. by Don Lambo. New York: Coward, 1958. **3–5**

This easy factual book contains information about the country and its resources, the different kinds of people and how they dress, the homes they live in, how they hunt and fish for a living, and their recreation and customs. This book has an index, a brief list of important historical events, and a list of source books.

228. People of the Snow: Eskimos of Arctic Canada, Wanda Tolboom. Maps by Donald Pitcher. New York: Coward, 1956. **3–5**

The introduction to this book states that the Eskimos call themselves the Innuit, which means the People. People of the Snow is about the People of the East, as told through the daily life of Kudluk, an Eskimo hunter, and that of his family and friends. The way in which they utilize the resources around them in creating a way of life, and their acceptance of the changes civilization has brought, show how the old and new are functioning side by side in the Arctic today. The photographs are well chosen and enliven the text.

229. Ootook, Young Eskimo Girl, Lyn Harrington. Ill. with photographs by Richard Harrington. New York: Abelard, 1956. **3–6**

The excellent photographs in this book are of actual people and places. The story is secondary and is merely a fictional explanation of the pictures with a thread of continuity. Life in the village for Ootook, the little Eskimo girl, and Mary, the daughter of the trader, forms the main theme. The style of writing, particularly the conversation, transmits the feeling of patience and tenderness which Eskimo adults show to children, and the tone of the whole book is one of sympathy and understanding.

230. On Arctic Ice, Frederick Machetanz. Ill. by the author. New York: Scribner, 1940. **3–5**

This fictional account of Eskimo life tells how Andy and his father Nalook leave their home in Unalakleet to hunt for seal and walrus after the reindeer roundup is finished and the celebration is over. Their many adventures on the ice of the Bering Sea include an encounter with a polar bear and an upset umiak (boat) with men marooned on the ice. Woven throughout the story are authentic details of Eskimo life drawn from the author's experiences in Alaska.

231. THE STORY OF THE TOTEM POLE, Ruth Brindze. Ill. by Yaffe Kimball. New York: Vanguard, 1951. **4–6**

Information about the making and significance of totem poles as well as some of the legends relating to them are included in this strikingly illustrated book. The stories carved on a totem pole are read from top to bottom and are recounted at the celebration that accompanies its erection. Chief Cunneah needed help in erecting his pole and enlisted the aid of Captain Roberts and members of his crew of the *Jefferson*, a schooner that left Boston in November, 1791, to engage in fur-trading. At the celebration, called the Potlatch, everyone brought more presents to the chief than he had received from them the last time, and in turn he must give presents to the guests. This custom often caused individuals to give away all they had or could borrow. Other totem poles are described, including one of a toad where his open mouth served as the doorway to the house. The carvings are explained, and the book states that Abraham Lincoln is atop one pole in Saxman Totem Park near Ketchikan.

232. THE ESKIMO, ARCTIC HUNTERS AND TRAPPERS, Sonia Bleeker. Ill. by Patricia Boodell. New York: Morrow, 1959. **4–6**

The nomadic life of the Eskimos of the Arctic is vividly and realistically described. Their constant battle for survival, their ingenuity in solving difficulties, and their dependence on the wildlife of the area are clearly presented. Information on early explorations, folklore and legends, and customs and recreation is also included. This book contains some of the less attractive aspects of Eskimo life, but does so in an objective manner. On the frontispiece is an Eskimo song, and there is an index.

233. PANUCK, ESKIMO SLED DOG, Frederick Machetanz. Ill. by author. New York: Scribner, 1939. **4–6**

Panuck is just a puppy when he is given to Andy to start a dog team of his own. Andy trains Panuck to be the leader, and the dog succeeds in becoming a hero when there is an accident. The careful training of dogs, the games, contests, and races, and the ever-present dangers in a blizzard are clearly told by an author who has lived in Alaska.

234. ALASKA: THE LAND AND THE PEOPLE, Evelyn I. Butler and George A. Dale. Ill. with photographs. New York: Viking, 1957. **5–7**

This overview of the country and the people is presented by a husband and wife who have spent several years in education work for the Alaska Native Service. It is from these experiences that they write of the contemporary life of the people in the interior, in the coastal villages, and in the larger towns. How the customs and ways of living are changing is shown both in text and in the many excellent photographs. Included are descriptions of their way of fishing, the reindeer roundup, the games and crafts, and the government.

235. WHERE ELSE BUT ALASKA?, Sara Machetanz. Lithographs and photographs by Fred Machetanz. New York: Scribner, 1954. **5–7**

The story begins with Sara's arrival in Unalakleet, an Alaskan Eskimo village, to marry artist-photographer Fred Machetanz. Their wedding and reception, their delayed honeymoon, their many trips to take photographs of people and animals, their narrow escape on the seal hunt, and the building of their home "High Ridge" are so realistically told in words and pictures that the reader lives along with the story. This is only one of the contributions made by this husband and wife team who have done so much to interpret Alaska through their writings, pictures, and lectures.

236. REINDEER RESCUE, Stella F. Rapaport. Ill. by the author. New York: Putnam, 1955. **5–7**

This is the dramatic story of how two herds of nearly 450 reindeer were driven 800 miles from Point Rodney and Cape Prince of Wales to Point Barrow, Alaska, in order to rescue the ice-bound crew of a whaling ship, the *Belvedere*. The events and characters are real, with the exception of Ahtok, the boy who was allowed to go along and help care for his beloved reindeer. The story vividly describes the trek (which began the end of January 1898 and ended the last of March), the precarious crossing of Kotzebue Sound, the utter fatigue, and the happy ending.

237. TOUGHY, BULLDOG IN THE ARCTIC, Harold McCracken. Ill. by Carl Burger. Philadelphia: Lippincott, 1948. **5–7**

Although the title of this story is about a dog, the story actually is a description of life aboard the *Morrissey* exploring Arctic waters and of the short land trips to hunt animals and birds for scientific study. The expedition was led by the author, and among its most significant discoveries was the location of the mummy of a Stone Age chieftain. The book contains more about Alaskan islands than life on the mainland.

238. HERE IS ALASKA, Evelyn Stefansson. Revised Statehood Edition. New York: Scribner, 1959. **5–8**

This is a more comprehensive treatment of the forty-ninth state than many of the books for children. The wife of the famous Arctic explorer is well qualified to write this account, which contrasts the old and the new. The old includes Eskimo family life and their dependence on their environment. The new includes the influence of the trader, World War II, the DEW line, the polar air routes, the research conducted by the University of Alaska, and the preparation for Statehood. The book is illustrated with many very fine photographs and is indexed.

239. ALASKA: THE FORTY-NINTH STATE, Willis Lindquist. Ill. by P. A. Hutchinson. New York: Whittlesey, 1959. Foreword by the Hon. Ernest Gruening, U. S. Senator from Alaska. **7–9**

This account opens with the Statehood of Alaska and what it means to some of the individuals living there, then goes back to the early settlement by the Russians, the reason for their selling Alaska to the United States, and the excitement and heartaches of the Gold Rush. The last half of the book describes Alaska today: the people who live there, the tourists, the industries, the animals and resources, and its strategic importance for defense. The last chapter tells of the events that led up to the Big Day, June 30, 1958, and includes a chronology of important dates from 1728 to 1959.

United States—Hawaii

240. The Islands of Hawaii, Louise Lee Floethe. Pictures by Richard Floethe. New York: Scribner, 1964. 3–4

In soft blues, pinks, and gold, this description of the Hawaiian Islands begins a long time ago when the mountains "boiled up from the sea." The pleasures as well as the work on the islands are described—surfing, trading, raising pineapples and sugar cane, cattle and coffee. A few of the customs and festivals are named, but most of the information about these is found in the illustrations.

241. Hawaiian Heart, Ruth Tabrah. Chicago: Follett, 1964. 4–6

When Dr. Jeremy Fergus of Sacramento, California, exchanges places for a year with Dr. Sandy Blythe, of Kohala, the Fergus family spends a year on the Big Island. Emily Ann is a collector of coins and rocks, and her younger brother, Beener, an experimenter who soon unearths an old Kalakaua coin and a miniature poi pounder. As the family gets acquainted with the various people, they learn Hawaiian history, and they go spelunking in old caves. They become aware of the mingling of the races that makes up the population, and they learn about and respect the beliefs of the people. The spirit of the book reflects the acceptance and friendliness that has come to be characteristic of Hawaii.

242. Getting To Know Hawaii, Barnett D. Laschever. Ill. by Haris Petie. New York: Coward, 1959. 4–6

The history of Hawaii, including the early explorations of Captain James Cook, King Kamehameha, Queen Liliuokalani, and the first president and governor Sanford Dole, forms the background against which the newest state is viewed. The islands in the group are described, as is the development of the pineapple and sugar industries. The importance of the islands for defense, and the heroic part played in World War II by the Japanese-Hawaiians of the U. S. 100th Infantry Battalion and the 422 Regimental Combat Team and again in the Korean War emphasizes the fact that, though the people of Hawaii may have Oriental, European, or Caribbean backgrounds, they are nevertheless loyal Americans who have learned to work together.

243. The First Book of Hawaii, Samuel and Beryl Epstein. Pictures by Paul Lantz. New York: Watts, 1954. 4–6

This book describes the Islands of today with just a brief historical review, including King Kamehameha, Captain Cook, the Chinese traders, the missionaries who taught the people to read and who developed a written Hawaiian language, and the relations with the United States (up to but not including Statehood). Sugar, pineapple, tourists, and cattle, the four largest businesses, are briefly described, as well as the festivals and feasts. Information about the Islands is woven into the story of John Moore and his family, and how tourists are entertained is illustrated when Betty Smith accompanies her family for a visit and John and his friend Keone show her around. The book ends with two Hawaiian legends, a glossary, and an index.

244. THE PICTURE STORY OF HAWAII, Hester O'Neill. Pictures by Ursula Koering. New York: McKay, 1950. **4–6**

Like others in the series, this colorfully illustrated picture book manages to compress a great deal of information about contemporary Hawaii into a relatively few pages. A visitor to the Islands is greeted with a lei and finds himself in a land of music, dancing, sport, and many languages. He may be invited to a luau, a gay party with roasted pig, fruit, and other foods, or he may see the modern cities, the homes and schools, or the sugar or pineapple industries. He might go skiing in the mountains, visit the volcanoes, or go surf-board riding in the water. Throughout the book are sections describing the fruits and flowers, the terrain of the larger islands, a bit of the history including Captain Cook, the government and its relation to the United States prior to Statehood, and some of the celebrations. There is a two-page glossary at the end of the book.

245. HAWAII: GEM OF THE PACIFIC, Oscar Lewis. Ill. by Stephen Medvey. New York: Random, 1954. (A Landmark Book) **5–8**

Although this is not an outstanding book, it does give information about the history of the Hawaiian Islands from the first Polynesian settlers up to 1954. The first chapter presents geographical information about location, formation, and climate, while life in "Old Hawaii" before the coming of the white man is described in following chapters. Captain James Cook's discovery of the Islands in 1767 and his death at the hands of the natives on a later trip in 1778 are told. The next decades saw the Islands united under Kamehameha the Great, and greater contact made with foreigners. American missionaries came, and gradually the kingdom weakened until the Republic of Hawaii was proclaimed in 1893 and annexed to the United States in 1898. The rest of the book emphasizes the melting pot of nations, the relation to the United States, and the part played in World War II. A glossary of Hawaiian words with pronunciation aids and an index are included.

246. THE ISLANDS OF HAWAII, Bradford Smith. Ill. with photographs. Revised edition. Philadelphia: Lippincott, 1960. (Portraits of the Nations Series) **6–8**

The account begins with the Polynesians who came to the Islands about 400 A.D. from the Caroline Islands and ends with a contemporary picture, but short of Statehood. A careful description of what a traveler would see on Oahu, Kauai, Maui, and Hawaii is given, and life before the coming of the New England missionaries in 1820 is portrayed. The French, British, and United States all had business or other designs on the Islands, but these were not annexed to the United States until 1898. A colorful line of monarchs preceded the declaration of a republic—Kamehameha, Kalakaua, and Queen Liliuokalani, the composer of "Aloha Oe." Also described are the fusing of many nations, the role of the Japanese particularly during World War II, and the development of the sugar, pineapple, and tourist industries.

Canada

247. Getting To Know Canada, Regina Tor. Ill. by the author. New York: Coward, 1956. **4–6**

A fine introduction to the vastness of Canada is given by this attractive little book. The riches hidden under the ground, the DEW line, the Kitimat aluminum project, the forests and the fish are all described. Starting with British Columbia, then taking the Atlantic Provinces and working inland, the author tells about the people and how they happened to settle where they did. Their government, education, arts, recreation, and sport of today are described, and the way they are working together for the improvement of their country is emphasized.

248. Here Comes the School Train, William H. Bunce. Ill. by the author and with photographs. New York: Dutton, 1953. **4–6**

Children in northern Ontario, Canada, go to school in the railroad coach that stops on a siding according to schedule. That is, it does if it is not late. Once when the School Car did not come in on its regular train, the Christmas Party was almost spoiled until Jimmy thought of his plan. The photographs show an actual school car, though not a modern one.

249. The School Train, Helen Acker. Ill. by Janet Smalley. New York: Abelard, 1953. **4–6**

Tony and John go to school in the school train during the winter when their father is tending his trap lines. They camp out near the school and enter into the many activities in preparation for the Christmas program. This story takes place in Canada where there are school trains in some of the sparsely settled areas that stay one week out of every four on the railroad siding, while the children go to school and get their assignments for the next three weeks. The story is interesting for the information it contains.

250. Alexander Mackenzie: Canadian Explorer, Ronald Syme. Ill. by William Stobbs. New York: Morrow, 1964. **4–6**

In 1788, Alexander Mackenzie was sent to take charge of the trading post of the Northwest Fur Company at Fort Chipewyan on Lake Athabasca. From information given by his predecessor, Peter Pond, and Indians he had met, he attempted to find a route to the Pacific Ocean. His first attempt, in 1789, followed the Seane River (later renamed Mackenzie) and terminated at the Arctic Ocean. His second attempt, following the Peace River, ended successfully on July 22, 1793, when the party reached the Pacific Ocean. The book points out his leadership qualities and ability to inspire his party in spite of the obstacles they faced constantly.

251. The Land and People of Canada, Frances Aileen Ross. Ill. with photographs. Revised edition. Philadelphia: Lippincott, 1947, 1954. (Portraits of the Nations Series) **5–7**

The first half of this book tells of Canada today, the people and the specific provinces from the Atlantic to the Pacific and in the Northland. The second half traces the founding of Canada by the French, the winning of control by the British, the settlement and expansion westward, and the making of the dominion. Between the World Wars, Canada came of age and now takes her place as the fastest-growing nation in the world with an abundance of still untouched resources.

252. THE CANADIAN STORY, May McNeer. Lithographs by Lynd Ward. New York: Ariel, 1958. **6–8**

An extremely attractive, interestingly written history of Canada, from the Viking explorations of 1000 A.D. to the opening of the St. Lawrence Seaway. Famous names are met throughout the account: Cartier, Hiawatha, Champlain, Hudson, Radisson, Marquette and Joliet, Comte de Frontenac, Montcalm, Evangeline, Captain Perry, Paul Bunyan, Mackenzie, and Colonel McLeod of the Canadian Northwest Mounted Police. The change from French to British control, the opening of the west, the gold in the Yukon, the Eskimos along the DEW Line, and the new waterway are all placed in their historical perspective. Children will no doubt especially enjoy the story of Madeline de Vercheres, a fourteen-year-old girl who commanded a fort for a week against the Iroquois.

THE ARCTIC

253. THE ARCTIC TUNDRA, Delia Goetz. Ill. by Louis Darling. New York: Morrow, 1958. **3–4**

This book describes the treeless tundra and the plant and animal life that is found there. The changes that are apparent with the different seasons include the winter hibernation of the bears and lemmings, the protective coloring of the wolf, fox, hare, owl, and eider-duck, the return of the birds from the south in the spring, and the coming of the insect pests. The last half of the book describes the ways in which the Eskimos, Lapps, Samoyed, Chukchi, and other tribal groups have adopted their ways of living for survival in the Arctic.

254. LIFE IN THE ARCTIC, Eunice Holsaert. Planned and edited by Herman and Nina Schneider. Pictures by Robert Garland. Irvington-on-Hudson, N.Y.: Harvey, 1957. **3–5**

This factual account, primarily of the animals of the far north, includes information on seals, whales, walrus, brown lemming, polar bear, arctic hare, arctic fox, caribou, musk ox, and ermine. There are also parts on birds and fish and a description of how the Eskimos live today.

255. THE ART OF THE ESKIMO, Shirley Glubok. Designed by Oscar Krauss. Special photography by Alfred H. Tamarin. New York: Harper, 1964. **4–7**

The photographs of Eskimo art contained in this book reproduce masks, carvings of people and animals from ivory, soapstone, or wood, Eskimo dolls, pipes, tools, and sealskin stencil prints and woodcuts. Through the attractive illustrations and text, the lives and interests of the Eskimo can be inferred. Their belief that a shape is already within the material, waiting to be released, is reflected in the way they approach the various media. The author has also done similar books on Ancient Egypt, Ancient Greece, and the Bible lands.

256. FIRST UNDER THE NORTH POLE: THE VOYAGE OF THE NAUTILUS, William R. Anderson. Ill. with photographs and drawings. New York: World, 1959. **4–8**

This is the dramatic story of the first trip to the North Pole under the Polar Ice Cap and across the Arctic Ocean by the atomic submarine the *Nautilus*. The skipper of the ship writes this account in a terse, objective fashion that underplays the dangers and daring of the voyage itself. Through maps and photographs, a clear understanding of this feat is given, as well as incidental information about Polar explorations and Navy life. The *Nautilus* was presented a Presidential Unit citation and Commander Anderson, the Legion of Merit medal for the successful completion of their mission.

257. KALAK OF THE ICE, Jim Kjelgaard. Ill. by Bob Kuhn. New York: Holiday, 1949. **5–7**

Although the main action of the story deals with Kalak, a polar bear, and her cubs, there is a second thread that concerns the rivalry between Agtuk, chief of the Endorah Eskimos, and Chuesandrin, the devil-driver. In order to prove his right to be Chief, Agtuk wants to fight the "mist bear" who would disappear during a hunt. Agtuk finally does get his chance, and wounds, but does not kill Kalak. However, he has done enough to gain the respect of his people.

258. ARCTIC WORLD, John Euller. Ill. with photographs and maps. New York: Abelard, 1958. **5–8**

This chronicle of Arctic explorations includes the drifting of Nansen's ship *Fram* with the ice pack, the controversial claims by Cook and Perry of reaching the North Pole, the Russian expeditions of Ivan Papanin and others, and Operation Icicle organized by Fletcher. That man can survive in the Arctic has been proved by the Eskimos and by explorers like Rasmussen and Stefansson, who lived off the land. The remarkable voyage of the staunch little ship *St. Roch* in navigating the Northwest Passage west to east and eventually circumnavigating the North American continent is described, and the new strategic importance of the Arctic for defense and for air transportation was made possible because of the daring exploits of men like Boyd, Roald Amundsen and Lincoln Ellsworth, who blazed the way.

259. HERE IS THE FAR NORTH, Evelyn Stefansson. Ill. by photographs; map by Richard Edes Harrison. New York: Scribner, 1957. **5–8**

The first part describes the author's trip over the top of the World on the first polar flight from Los Angeles to Copenhagen. Each of the other three parts deals with a northern country: Greenland, where Eric the Red established a colony in 985 A.D. and where today scientific exploration, the utilization of mineral resources, and the development of a modern country are in process; Iceland, that literate little country that traces its sagas back to the ninth century and today provides a high standard of life and culture; and the Soviet sector, where early explorers developed the fur trade and where today the other natural resources are being developed along with improved transportation.

260. ARCTIC ASSIGNMENT: THE STORY OF THE ST. ROCH, Sgt. F. S. Farrar, RCMP. Ill. by Vernon Mould. Toronto: Macmillan, 1955. **6–8**

The *St. Roch* had orders to navigate the Northwest Passage from west to east. The skipper, Henry Larsen, thought it could be done in ninety days, but it took from June 21, 1940 to October 11, 1942 to go from Vancouver, B.C. to Halifax. The author, who was first mate, reports the voyage from his notes. The tale is one of slow progress through ice, waiting for breaks, evading floes and bergs, gathering food and fighting the cold. The crew survived with one exception. The *St. Roch* returned to Vancouver via the Panama Canal in 1950 and Sgt. Farrar became the first man to circumnavigate the North American continent. The *St. Roch* was purchased by public subscription and now is preserved as a museum at Kitsilano Point in Vancouver. The book is somewhat difficult to get into, for the second chapter begins the story chronologically, while the first chapter takes place 26 months later.

261. NANSEN, Anna Gertrude Hall. Ill. by Boris Artzybasheff. New York: Viking, 1952. **6–8**

The life of this Norwegian, Fridtjof Nansen, who made major contributions in the fields of Arctic exploration and international understanding, is interestingly told in this biography. After his graduation from the University of Christiana (now Oslo), he took a trip to the Arctic on a sealing ship, and later led a party of five across Greenland's ice cap. His theory of the movement of ice floes in the Arctic was proved by his expedition on the *Fram* from 1893 to 1896. Although he and a companion left the ship for an unsuccessful dash for the North Pole, they made their own way back to Norway, and found his ship had also returned. He later served as Ambassador to London, as head of a commission to Washington during World War I, as a proponent of the League of Nations and its High Commissioner for Refugees, and as head of the International Committee (Nansen Mission) to raise funds for food for Russia.

LATIN AMERICA

Central America—Mexico

262. POQUITO, THE LITTLE MEXICAN DUCK, Nora S. Unwin. Ill. by the author. New York: McKay, 1959. **K–2**

The rhythm of the story and the movement and detail of the pictures carry the reader along with Poquito, who was hatched with a family of turkeys. He cannot understand why the turkeys will not swim. One day Poquito flew high over the garden and over the wall until he was exhausted. He crawled into the shadow of a cactus until sunset, when he saw a black kid who was lost. When day came they set out together, and soon they saw the boy. He gave Poquito corn and took him home. His mother thought Poquito would make a good meal sometime, but the boy built a house for the duck, and the next morning there was an egg. So Poquito became Poquita and laid a nice egg every day.

263. Angelo the Naughty One, Helen Garrett. Pictures by Leo Politi. New York: Viking, 1944. **K–3**

Angelo hated baths, and in order to escape one on the day of María Rosa's wedding, he ran out of the city and onto the highway. He finally came to the fort, and when the soldiers asked him who he was he said, "Angelo." Then they asked, "Which one?" He did not want to tell them he was the naughty one; so they decided to wash him and find out. After they scrubbed him and put clean clothes on him, the handsome soldier recognized the brother of his bride María Rosa. So he put Angelo behind him on the horse, and they went to the wedding. Mama was proud, and ever after Angelo was not afraid of water because he had a big soldier brother and therefore could not disgrace the Army. His father decided to call him Angelo, The Brave One. The humorous pictures add to the fun of the story.

264. Nine Days to Christmas, Marie Hall Ets and Aurora Labastida. Ill. by Marie Hall Ets. New York: Viking, 1959. **K–3**

Ceci's mother said she was now old enough to have a *posada*—a Christmas party of her own—and that maybe she would have a *piñata*, which is a clay pot covered with paper and used for holding candies. But Ceci needed to wait for twenty-one days. As the days went by, she went with María to buy *tortilla* dough, she watched the people in the street, she watched the ducks on the lake, and then filled the bathtub with water to play she was a duck. At last she went with her mother to buy a *piñata*, and though they all looked like live creatures, she chose a star. The next evening when the guests arrived, they first had the traditional procession, and then the children were blindfolded to try to break the *piñata*. Ceci could not bear the thought of her beautiful star being broken and hid behind a tree, but as it broke she heard a voice. She looked up and there in the sky was a real star. The distinguished pictures add to this story of a traditional Mexican festival.

265. The Painted Pig, A Mexican Picture Book, Elizabeth Morrow. Pictures by Rene D'Harnoncourt. New York: Knopf, 1930. **1–3**

Pita, a little Mexican girl, had a painted pig, and her brother Pedro wanted one like it. So they went to the toy-maker at the market. He tried to sell them many other things, but Pedro wanted a pig. Finally the toy-maker said he could make one for five centavos. Every week after that when Pita and Pedro were at the market, they would go to see if the pig were ready. But each time the toy-maker only tried to sell them something else. Pedro even tried to make a pig of clay, but it did not look like a pig. One spring morning, Pancho, the toy-maker, stopped the children, for now he had a pig for Pedro that suited him just right.

266. The Mexican Twins, Lucy Fitch Perkins. Ill. by the author. Boston: Houghton, 1943. **4–5**

Tonio and Tina are eight-year-old twins. They live with their father, Pancho, and their mother, Doña Teresa, in a small but neat adobe hut on the sprawling hacienda of Señor Fernandez. Pancho is a vaquero (cowboy) and there are hundreds of cows and oxen and sheep on the hacienda. Tonio means to be a vaquero when he grows up and practices riding on Tonto, the donkey. The twins survive a number of adventures, most notably Tonio's assisting in the capture of a bandit. The book is simply and cleanly written, and the Spanish cadence adds to its charm. Footnoted phonetic spellings of Mexican terms are a help to the younger reader.

267. RAMÓN MAKES A TRADE, Barbara Ritchie. Ill. by Earl Thollander. Berkeley, California: Parnassus, 1959. 3–5

Ramón, a little Mexican boy, has a beautiful orange bowl made by himself on his father's wheel. Ramón wants to trade his bowl at the market for a parakeet in a cage. He finally does it by first working hard all day pushing the merry-go-round and earning 21 centavos. For 20 centavos and his bowl he gets a gray serape with green stripes. This he trades to his father for a big green water jar which he takes to the man with the parakeet. The crowning part of Ramón's day is a merry-go-round ride for the last centavo. The text on each page is written both in English (in black print) and in Spanish (in brown print), and there are helpful English-Spanish phrases in the back of the book. Translation is free rather than literal.

268. THE TWO UNCLES OF PABLO, Harry Behn. Ill. by Mel Silverman. New York: Harcourt, 1959. 4–6

Pablo, who lives on the mountain, goes to the city with his irresponsible Uncle Silvan to sell the extra corn and use the money to learn to read so that he can read the letter his mother has received. Pablo understands the faults of his uncle and gently prods him to set aright the promises he has made, like closing the hole in the wall of Don Francisco Pico, Pablo's grand uncle who is a wealthy poet but who does not like children. However, things work out nicely so that Pablo does not need to be ashamed of Uncle Silvan, so that Pablo gets the burro Angelita for his own, and so that he will return in the spring to live with Don Francisco Pico and learn to read. When he arrives home there is a new baby brother, and the letter is forgotten. Pablo's wisdom of the ways of adults seems far beyond his years, but there is a warm, friendly feeling underlying the story.

269. THE VILLAGE THAT LEARNED TO READ, Elizabeth Kent Tarshis. Ill. by Harold Haydon. Boston: Houghton, 1941. 4–6

The Mexican government wanted everyone to learn to read. The village gets a new school, and all the children, except Pedro the mayor's son, start learning to read. But Pedro does not want to learn, for he is going to be a bullfighter, and there is no need. He is in such disfavor in the village that he decides to go to Mexico City. When he is on the bus, his little friend is hurt, and he decides to return to the village and learn to read. Thus he saves his father from disgrace, and the whole village learns to read.

270. THREE WITHOUT FEAR, Robert DuSoe. Ill. by Ralph Ray, Jr. New York: Longmans, 1947. 6–8

Three children join forces to survive and make their way from just north of Caba Blanco to Santo Thomas in Baja California. Dave Rogers is shipwrecked and found on the beach by Pedro and María, who are running away. Their day-by-day travels, their scavenging for food, their adventures in finding a dead man, braving a storm, and journeying in the boat are vividly told. Eventually they come to Santo Thomas, where the grandmother of Pedro and María welcomes them with open arms. Dave and Pedro set out for Enseñada, but along comes a car with Dave's father and mother in it. The ingenuity of the children in finding food and water indicates their resourcefulness and gives the reader a realistic picture of survival in the wilderness, as well as the treatment of children by some adults. This is not for the squeamish reader.

271. THE MEXICAN STORY, May Yonge McNeer. Lithographs by Lynd Ward. New York: Ariel, 1953. **6–8**

This excellent, well-illustrated account of Mexico's history from the Mayas to the present focuses on the important people who have influenced its development. Rulers like Montezuma and Maximilian and Carlotta; the conqueror Cortez; priests like Friar Bartoleme, Father Hidalgo, and Morelos; rebels like Santa Anna, Juarez, and Pancho Villa; and artists like the poet Sister Ines; and painters Rivera, Siquieros, and Orozco are described. The stormy history of the country's fight for independence, its economic and political significance, and the Mexico of today as a visitor might view it are included. There are references to the archaeological findings and to the beliefs of the Aztecs.

272. ONE DAY IN AZTEC MEXICO, G. B. Kirtland. Drawings by Jerome Snyder. New York: Harcourt, 1963. **6–9**

Like the other books of this type, this book follows two Aztec children through their day. They are anticipating an event, but the exact nature of it is kept secret until the end, when it turns out to be two babies, a boy and a girl. The children have asked various people how to write words; so they write the invitations to the feast to celebrate the naming of the babies. Foreign (Aztec) words are used in context that usually makes the meaning clear.

Central America and the Caribbean

273. MAGIC MONEY, Ann Nolan Clark. Ill. by Leo Politi. New York: Viking, 1950. **3–5**

Tony, a little Costa Rican boy, has a secret longing to buy his grandfather a pair of oxen to replace those that died. Grandfather needs the oxen to pull the cart so he can earn money. Tony tries to pick coffee and to work at the sugar mill, but it is difficult for one so small to earn so much money. Finally it is grandfather who has the idea for them to work together to earn the money. The family relationships show love and unselfishness, and the beautiful illustrations complement the story.

274. MAGIC MAIZE, Mary and Conrad Buff. Ill. by Conrad Buff. Boston: Houghton, 1953. **4–6**

Fabian, a little Guatemalan boy, and his father plant their corn as the Indians have always done, with proper ceremony to the Gods of Nature. When Fabian's older brother gives him twenty kernels he has received from the white people, Fabian plants them in a secret place and tends the plants faithfully. On the plot, he finds an ancient jade earplug that he eventually sells, but not before his father has been convinced by the experimental plot of hybrid corn that the new ways and the old can be used together. Fabian gets his wish when his father promises him he can go to school. A simply told story of the old struggle for progress.

275. LET'S VISIT CENTRAL AMERICA, John C. Caldwell. Ill. with photographs. New York: Day, 1964. (Let's Visit Series) **4–6**

The account begins with the story of the Panama Canal, then describes the large isthmus that is Central America, comparing it to both North and South America in land formation and culture. The history of the region includes the amazing civilization of the Mayas, the exploration and the exploitation by the Spanish, and the influence of the California Gold Rush of 1849. The homes, food, occupations, transportation, religion, schools, fiestas, and sports of the people today are described in brief. The importance of this region commercially and politically is emphasized, and a brief sketch of each country completes the book.

276. THE FIRST BOOK OF CENTRAL AMERICA AND PANAMA, Patricia Maloney Markun. Ill. with photographs. New York: Watts, 1963. **4–6**

The geography of the isthmus that is Central America is briefly described, followed by an historical sketch that encompasses the Mayans, the Spanish conquest and the formation of the republics. Following this is a section about the banana, for it "has played an important part in the region's development" (p. 10). Next, each country is discussed in turn, and its characteristics, people, cities, culture, and products are given attention. The problem of literacy is paramount in several countries, and the need for improved education is shown. Since the building of the Inter-American Highway and the Rama Road, formerly isolated areas now have easy access to markets for their products. Among the problems still needing solution are more scientific farming than now practiced, irrigation and forest conservation, cattle raising, marketing, land reform, and illiteracy. An index is appended to the book.

277. NICHO OF THE RIVER, Tracy Richardson. Ill. by Hubert Rogers. Brattleboro, Vt.: Greene, 1958. **5–8**

The theme of this absorbing story is the testing of Nicho to prove his manhood and assume his position as an adult. It is his responsibility to make all the plans and to lead the family on their summer canoe journey down the Patuca River of Nicaragua and Honduras to gather supplies to see them through the rainy season. The journey is fraught with dangers from the Gates of Hell, the dangerous river rapids, to the voracious army ants. Nicho successfully navigates the river, but nearly loses his life through his own carelessness. He suppresses his own wishes to consider the needs of his family, and they return home in time with canoes full of hides, cotton, rubber, food, and enough gold to buy rifles in Juticalpa for his father and himself.

278. Picture Map Geography of Mexico, Central America, and the West Indies, Vernon Quinn. Ill. with maps and drawings by Da Osimo. Philadelphia: Lippincott, 1943. **5–7**

Each area of the West Indies and Central America is illustrated with a pictorial map and a few pages of text that describe briefly important historical incidents, the geography of the country, and the products it yields. Minerals, oil, wood, and tropical fruits abound in Central America, while there is little mineral wealth in the West Indies except some iron in Cuba. This book is a useful reference for use either with the study of separate countries or for browsing. Unfortunately there is no index.

279. The First Book of the West Indies, Langston Hughes. Pictures by Robert Bruce. New York: Watts, 1956. **4–6**

After a brief historical overview that includes Columbus, Blackbeard, and Henry Morgan, the author takes each major island or group of islands in turn and describes briefly the history, people, products, and ways of living. Cuba, Haiti, Dominican Republic, Puerto Rico, Virgin Islands, the Lesser Antilles, Trinidad, Jamaica, and Curacão as well as Barbados and the Bahamas—each has a brief section. There are a few pages devoted to the children of the West Indies, a list of famous men and women, and to statistical information. A glossary of plants and an index are appended.

280. Let's Visit the West Indies, John Cope Caldwell. Ill. New York: Day, 1960. **5–7**

This book starts out with a description of the geography and climate of the three groups of islands, the Bahamas and the Greater and Lesser Antilles. After a brief historical sketch telling of Columbus and the decline of Spanish power, the account states that the fighting to decide the ownership of the islands was settled in 1805. The West Indies Federation, which is not yet completely independent, is under the British; the French West Indies and the Netherland West Indies are under their respective mother countries. The many separate islands and groups in the West Indies are treated briefly, with population, customs, products, and problems receiving varied attention. An index is included.

South America

281. Looking-for-Something: The Story of a Stray Burro of Ecuador, Ann Nolan Clark. Ill. by Leo Politi. New York: Viking, 1952. **K–3**

Gray Burro was a little stray burro that belonged to no one. His mother carried bananas to the train cars and watched him walk away down the road. He was looking for something, but he did not know what it was. He went to Guay-a-quil on a boat, but he did not like the Chocolate City; he went up the mountain to the gold mine, but he did not like it there; and he went to Quito, the capital of Ecuador, and saw the President, but he still had not found the Something. Then he went into Wild Indian country, and an Indian blew a dart at him. He ran away fast, and a little later met a small, tired boy and a big bunch of cornstalks. He carried the cornstalks home for the boy and was given one to eat. The boy put him under the house built on stilts, then called his mother and father to show them his burro. And at last Gray Burro found what he wanted—to belong to someone. Both the pictures and the text convey the mood of the story and of the country.

282. LUCHO OF PERU, Betty Cavanna. Photographs by George Russell Harrison. New York: Watts, 1961. **3–5**

Woven into the simple story of Lucho are some of the accomplishments of the Inca Indians. The present-day food, clothing and shelter, transportation, the school, and market are described directly and interestingly, and the photographs complement the text. The simple plot concerns the way that Lucho will spend the money he has earned carrying adobe bricks. At the Cuzco market, he buys his mother a silver stickpin, but he does not have enough left to buy the monkey he wishes. After a trip with his class to Machu Picchu, he decides to give his remaining coins to the Indians who have been hurt by the earthquake, for Incas must stick together; they have a great heritage.

283. AT THE PALACE GATES, Helen Rand Parish. Ill. by Leo Politi. New York: Viking, 1949. **4–6**

When Paco, a little boy from the Peruvian hills, comes to Lima, he is afraid he will be gathered in by Public Welfare. But he makes his living shining shoes and sleeps in a niche of an old building. He makes friends with the llamas in the palace yard and wants to be near them. One night he hears some men plotting to kill the President, and he tells his friends, who foil the attempt. Paco is called before the President and is given a job helping to care for his beloved llamas. The pictures are an amusing and integral part of the story.

284. SECRET OF THE ANDES, Ann Nolan Clark. Ill. by Jean Charlot. New York: Viking, 1952. **6–8**

Cusi is a Peruvian boy who has royal Inca blood in his veins. He helps Chuto care for the sacred llamas in the mountains high in the Andes. He goes with Chuto to the Valley of the Salt, and when he is old enough to decide his life's work, he is free to go to the Holy City, Cuzco. But he cannot find what he is searching for there and returns to the lonely mountain top to guard the llamas and the ancient culture of his people. Although parts of the book seem almost mystic, the beautiful prose carries the reader along.

285. THE FIRST BOOK OF BRAZIL, Sally Sheppard. Ill. with photographs. New York: Watts, 1962. **4–6**

A short history of Brazil, including its independence in 1822 with Pedro I as emperor, the subsequent beneficial reign of Pedro II until 1889 when he was exiled to Europe, and the revolution that put Vargas at the head, gives an idea of how the present political crises have evolved. A mixture of races and religions has formed the people of today, and their way of living in city and country is contrasted. Their music and art, their festivals and celebrations, especially Carnival, and .their important products of coffee and rubber are other aspects treated in this book. One section deals with Brasilia and how it came to be. The photographs are well chosen to illustrate the text, and there is an index.

286. THE LAND AND PEOPLE OF BRAZIL, Rose Brown. Ill. with photographs. Revised edition. Philadelphia: Lippincott, 1963. (Portraits of the Nations Series) **5–7**

From a brief description of the country and its history, the discussion focuses on various areas of the country: Rio de Janiero, Minas Gerais, Sao Paulo, Bahía, and the Northeast. For each section, what a visitor sees as he comes to this part of the country is described—the terrain, the buildings, the people, and their activities. The importance of coffee, maté, fruits, and fibers, the contrasts between cities, the plans for irrigation, and the customs of the people show their present way of living and point to the future.

287. LET'S VISIT VENEZUELA, John C. Caldwell. New York: Day, 1962. **5–7**

This book, like the others in the series, treats the history of Venezuela, the geography, products, culture and customs, government, and relations to the United States. The contributions of Simon Bolivar in trying to make the county a democracy, the influence of the American-owned oil companies, and the constant threat of the Communist Party are described. Similar books on Argentina, Brazil, Colombia, and Peru have been written by the same author.

288. THE LAND AND PEOPLE OF ARGENTINA, Elvajean Hall. Ill. from photographs. Philadelphia: Lippincott, 1960. (Portraits of the Nations Series) **6–9**

This overview of the history and development of Argentina will dispel some of the romantic notions about gauchos that have been rampant for years. The historical sketch begins with Columbus and his discovery of 1492 and continues with the contributions of Caboto, Mendoza, Irala, Garay, and San Martín, the great hero who helped Argentina, Chile, and Peru gain independence. The stormy period that followed culminated with the first presidential election in 1862, and a succession of men held office during the next seventy years until Peron came into power. It was only in 1955 that he was finally overthrown, and in 1958, Frondizi was elected president. Contemporary life on a ranch and in Buenos Aires, family life, school, and customs and holidays complete this picture of Argentina, as the country hopefully looks to the future. The book has an index.

EUROPE

Iceland

289. VOLCANOES AND GLACIERS: THE CHALLENGE OF ICELAND, Sturges F. Cary. Maps by Wes McKeown. New York: Coward, 1959. (A Challenge Book) **5–7**

This up-to-date picture of Iceland shows its strategic importance as a landing place for polar flights, and for Western Hemisphere defense. The climate and terrain, including the hot water springs that are tapped to use for heating, the hydroelectric power, the mechanized farms that use jeeps, and the fishing industry are described. Their long history as a democracy with the world's oldest Parliament, founded in 930 A.D., is briefly delineated. The book is not especially interesting to read, for the descriptions are interrupted by conversations with Gudjon Gudmundsson, a teen-ager who is acknowledged as aiding the author. Nevertheless, the information contained should prove useful.

290. Made in Iceland, Grace Blaisdell Golden. Ill. by Loreen DeWaard and with photographs. New York: Knopf, 1958. **6–9**

The emphasis in this account of Iceland is on history and crafts. The history includes the discovery in 870 and settlement in 874, the establishment of the "Althing," their Parliament, in 930, their settlement of Greenland and Vinland in 1000, and the Eddas, those sagas depicting their exploits. Contemporary Iceland with its farming and sheep raising (and the round-up called the "in-gathering"), its fishing and whaling provides work for the people, and the crafts of woodcarving, gold-smithing, weaving, needlecraft and making gear for the horses by hand provide artistic expression. The influence of their location, their tradition of democracy and literacy, their industry and character are reflected in their high standard of living.

Scandinavia

291. Lapland Drum, Alice Alison Lide and Margaret Alison Johansen. Ill. by Ursula Koering. New York: Abingdon. 1955. **4–6**

The story of Brenda and Vik and their family and friends gives a vivid and human description of life among the Lapps. Always there are the reindeer to care for, and when they have exhausted the food of one area, the family moves on. Making and breaking camp, traveling with the moving herds in summer and winter, through blizzards and lemming hordes, and a special trip with Ukko, their father, to Hemvik Town on the Arctic are all part of the daily life of Brenda and Vik. The mystery introduced by the map on the magic drum given them by the "witchman" proves to Brenda that the Lapps, too, have a rich heritage.

292. Arne of Norway, Betty Cavanna. Photographs by George Russell Harrison. New York: Watts, 1960. **4–6**

Arne, a Norwegian boy of Hammerfest, wonders what the rest of Norway is like. He gets a chance to go with his Uncle Erik on a trip to Svalbard (Spitzbergen) and later, when his father must go to Bergen on business, he and his mother accompany him. He sees the towns as the coastal steamer stops, and he visits the tourist sights of Bergen—the quays, the old Hanseatic League houses, the mountain Floien—and one day he and his mother go to Grieg's home outside of Bergen. By means of Aren's trips, the reader sees North Norway and the west coast of today, as well as aspects of urban life. The photographs are recent and illustrate the text well.

Norway

293. MY VILLAGE IN NORWAY, Sonia and Tim Gidal. Ill. with photographs. New York: Pantheon, 1958. **4–6**

An authentic, realistic picture of life on the small island of Runde, near Aalesund, Norway, as seen through the eyes of Jarle Hjoeringdal, a young boy who lives there. He and his friends visit a whaling station, go salmon fishing, go lobstering, watch the birds—the gulls, puffins, and razor-billed auks—share their information with their bird club, and participate in the day-by-day activities of this fishing village. The photographs throughout show Jarle, his family, and friends in their many activities, and the end papers contain a map of Norway and of Runde Island with its important lighthouse.

294. THE PICTURE STORY OF NORWAY, Hester O'Neill. Ill. by Ursula Koering. New York: McKay, 1951. **5–7**

This brief book gives an overview of life in Norway today with a flavor of the rugged countryside. Their high standard of living, their modern merchant fleet and industries, the farming and fishing are described, and education, religion, art, literature, and music are treated briefly with a few contemporary leaders like the musician Harold Saeverud and the engineer Ole Singstad mentioned by name. Famous landmarks like the Devil's Path (*Trollstigen*) and the Seven Sisters Waterfall are pointed out, as are a few other tourist sights. The book ends with a note on Norway during World War II and her role in the Nobel Peace Prize.

295. IN NORWAY, Gudrun Thorne-Thomsen. Ill. by Eyvind Earle. New York: Viking, 1948. **5–8**

This excellent account of the native land of the author, one of America's best-loved story tellers, is presented with a sympathetic point of view in beautiful prose. The exploits of the Vikings and their beliefs as exemplified in the story of Balder form the heritage of the people of today. The daily activities in farming, fishing, shipping, and in the forests or industry are clearly pictured in words and in the drawings. The holidays of Christmas, the 17th of May (like our 4th of July), and Midsummer Eve are celebrated throughout the land, and in the country a wedding means a special celebration. City life, school days, skiing, sailing, and hiking are described, and the democratic system of government is explained. One chapter deals with migration to America and one with Norway's part during and following World War II, showing the indomitable spirit of her people.

296. THE LAND AND PEOPLE OF NORWAY, Elvajean Hall. Ill. Philadelphia: Lippincott, 1963. (Portraits of the Nations Series) **6–9**

This account begins with a description of the land and some of the chief cities, then traces the history of the people from Viking times to the present, showing how Norwegian life has been interwoven with the Danes, the Swedes, and other European groups. Explorations by Eric the Red, Nansen, Amundsen, and Heyerdahl, the writings of Snorri Sturluson, Asbjornsen and Moe, Ibsen, Bjornson, Hamsun, and Undset, and music by Grieg and

Ole Bull, the National Theatre, and the comprehensive educational system attest to the scientific and cultural interests of the people. The fishing and whaling industries, the farming and reindeer-herding are being supplemented by steel and chemicals as a result of the development of hydroelectric power. The book also includes descriptions of the homes, food, and clothing, the sports and holidays observed by an upper-middle-class urban family and shows contemporary Norway in its democratic ideal. An index is appended.

Sweden

297. CHRISTMAS IN NOISY VILLAGE, Astrid Lindgren and Ilon Wikland. Trans. by Florence Lamborn. New York: Viking, 1964. **K–2**

This attractive picture book gives a realistic introduction to Christmas in Sweden today. Included are traditions like the sheaves of oats for the birds, the cookie baking, the cutting of the Christmas trees, and the caroling. After supper on Christmas Eve comes Santa Claus with presents, and there is dancing around the Christmas tree. On Christmas morning, everyone gets up at six o'clock and goes to church, then afterwards, the children play with their new skiis and skates. In the evening, they go to a party and have a wonderul time. Lisa, who tells the story, wishes Christmas would come more often than it does.

298. PELLE'S NEW SUIT, Elsa Beskow. Ill. by the author. New York: Harper, 1929. **K–3**

Pelle, a little Swedish boy, needs a new suit, so he asks his sheep for the wool, clips it, and asks his father's mother to card it while he weeds her garden. He takes the carded wool to his other grandmother, and she spins it into yarn while he cares for her cows. He asks his uncle, who is a painter, to color the yarn, but his uncle tells him he will buy the dye if Pelle will row to the store and get him a bottle of turpentine. So Pelle dyes the yarn in a big iron pot, and his mother weaves it into cloth, while he cares for his little sister. The tailor makes a suit for Pelle, who rakes his hay, feeds his pigs, and carries in wood in exchange. Then Pelle puts on his new suit and goes to thank his sheep. The complete process of making clothing by hand is clearly shown and the quaint old-fashioned pictures and the attitude of adults toward children are very pleasing.

299. THE LAND AND PEOPLE OF SWEDEN, Frederic C. Nano. Ill. with photographs. Philadelphia: Lippincott, 1962. (Portraits of the Nations Series) **6–9**

This introduction to Sweden begins with an invitation to come and see for oneself the delightful country and people. Typical sections of the land are described, including southern Skåne with its towers of Malmö and Lund, the less lush province of Småland, which contains the famous glass factories, the islands of Oland and Gotland, Dalarna, Lapland and the cities of Göteborg and Stockholm. One chapter traces the history from the pre-Christian era to the present, explaining the evolution of the current policy of neutrality, and the final chapter characterizes the people at work and at play, showing how they have adapted social welfare benefits on a national scale. The book has a two-page index.

Denmark

300. WHALING BOY, Peter Freuchen. Ill. by Leonard Everett Fisher. New York: Putnam, 1958. 4–6

When Per List, a boy of Roemoe, Denmark, was allowed to sail as mess boy on the *Herman* with Captain Englebreckt even though he was not quite twelve, he knew it would not be easy. But he did not expect the mate, Sturner, to resent him because of their argument about the log on the beach. Per learned to handle rope and sail, and when the captain allowed him to go on one of the boats to capture a whale, Per was elated. His lucky find of a piece of ambergris weighing 88 pounds more than made up for his delaying the ship, and coupled with the success in whaling, the *Herman* returned home early with the assurance of a good share for all hands.

301. THE LAND AND PEOPLE OF DENMARK, Raymond A. Wohlrabe and Werner E. Krusch. Ill. Philadelphia: Lippincott, 1961. (Portraits of the Nations Series) 6–9

Because Denmark is situated on the main route between the North and Baltic Seas, her history is varied and colorful. Recorded history begins with Gorm the Old, about A.D. 900, but a prehistoric picture from the Ice Age on is being made on the basis of archaeological discoveries. The passing of the Viking Age led to the unification of the country during the Middle Ages, but the territorial changes with succeeding wars is complex indeed. The greater part of the book describes present-day Copenhagen, the islands, and the peninsula of Jutland. The art, literature, music, science, and economic life, as well as customs and holidays, are presented in brief, and one chapter is devoted to Hans Christian Anderson. The last part brings the historical account up to date and emphasizes the social legislation. The book has a rather extensive index.

Finland

302. THE LAND AND PEOPLE OF FINLAND, Erick Berry. Ill. with photographs. Philadelphia: Lippincott, 1959. (Portraits of the Nations Series) 7–9

The history of this gallant little country is exemplified in the character of the people, what they call *sisu*. Throughout the ages, Finnish history is interwoven mainly with that of Sweden, though Russia and Denmark have also played a part. Their change from animism to Christianity in one step, the influence of the *Kalevala*—the national folk-verse—and their attitude towards sports, the arts, and education are parts of their national character. The role of Finland in many wars, the honesty and industry of the people in meeting reparations payments, and their famous heroes—Paavo Nurmi, the runner, Field Marshal Mannerheim, the composer Jean Sibelius, and the architects Eliel and Eero Saarinen, father and son—are other important examples of what is Finnish. The book presents these and many other interesting aspects of the country, including a chapter on the Lapps.

England

303. MY VILLAGE IN ENGLAND, Sonia and Tim Gidal. Ill. New York: Pantheon Books, 1963. 4–7

Nicholas John and his sister Gillian Lansbury live in the village of Temple Grafton in Warwickshire County near Stratford-on-Avon. They live in a thatched-roof "magpie" cottage and go to the village school, where they hear about Scott's ill-fated South Pole expedition and learn there is a memorial window at Binton. On Sunday after church they drive to Stratford and see the Shakespeare Memorial Theatre, his birthplace, and other sights in the area, then pass Warwick Castle on their way to a friend's home for dinner. There is a minor plot about a bicycle up a tree, but the appeal of the book is the illustrations.

304. THE KEY TO LONDON, Alicia Street. Ill. with photographs. Philadelphia: Lippincott, 1960. (Keys to the Cities Series) **5–7**

This well-illustrated account presents a fine introduction to the city of London, its districts, historical sites, people, and traditions. Briefly but interestingly, the city's history is told, from Roman times through the Middle Ages that saw the Magna Charta signed and the "Golden Sixteenth Century" of Queen Elizabeth I, the Spanish Armada, and Shakespeare, up to the new London that has arisen from the devastation of World War II. The last chapter shows contemporary London in perspective and objectively, with its face to the future. The book is indexed.

305. THE BATTLE OF BRITAIN, Quentin Reynolds. Ill. by Clayton Knight. New York: Random, 1953. (A World Landmark Book) **5–8**

This dramatic account of the English resistance to Hitler's *Luftwaffe* during the period Aug. 8, 1940, to October 31, 1940, is told by a reporter who saw it firsthand. He describes first a convoy of forty ships bound for Portsmouth, and the way the Royal Air Force protected them. He visited the airfield at Biggin Hill, watched the pilots go on a mission, then went with one of the lone night fighters called "Intruders" on a mission over Le Bourget airfield near Paris and helped rescue a pilot from the English Channel. The bombing of Hamburg by the RAF, London under the blitz, and the winning of the Battle of Britain are all vividly described.

306. THE LAND OF THE ENGLISH PEOPLE, Alicia Street. Ill. with photographs. Revised edition. Philadelphia: Lippincott, 1953. (Portraits of the Nations Series) **6–8**

The beautiful English countryside of the south, the East Anglian Lowlands, the agricultural Midlands, and the Western Highlands of Cornwall, Wales, and Cumberland are vividly described, and the character of the people, as shaped by their environment, emerges. Their homes and farms, their trade and resources are explained, and the last half of the book tells the historical background that made the English what they are today. The book's purpose is to bring America and England to a better understanding of each other, and the author, who is an American married to an Englishman, can see both sides. The photograph section contains some excellent pictures of people and places.

Scotland

307. The Patchwork Kilt, Mabel Watts. Ill. by Winifred Bromhall. New York: Aladdin, 1954. **1–3**

Biddie Biddlewee was a little Scottish lassie who liked to dance the Highland Fling better than anything else in the world. It was agreed she should dance at the Fair the next week, but when her mother washed her kilt, the wind took it away. Since she needed a plaid kilt, the relatives all brought her the presents her mother had made for them of the plaid. From these pieces, they made Biddie a patchwork kilt. So she danced at the Fair and won the silver cup. The story is light-hearted and the illustrations gay.

308. Valiant Scots: People of the Highlands Today, Patricia Lauber. Ill. with photographs; maps and drawings by Donald Pitcher. New York: Coward, 1957. (A Challenge Book) **5–7**

The main theme of this book is to point out how the Highlands are modernizing their rugged land in order to stem the flow of emigration that has been depleting their population for 200 years. Through modern farming practices, hydroelectric power, small factories, new forests, trade cooperatives, hand-woven (Harris) tweeds, diatomite processing, alginates, and the encouragement of tourist trade, this section of Scotland is making a heroic effort to increase its productivity. There is one chapter giving a bit of the history and background information, but the purport of the book is forward-looking.

309. The Land and People of Scotland, Freda M. Buchanan. Revised edition. Philadelphia: Lippincott, 1962. (Portraits of the Nations Series) **5–7**

This portrait of Scotland begins with the description of the land, then tells of the beginnings of the country before the Normans, during the Middle Ages, the fight for freedom, and finally the union of the two Parliaments. Separate chapters are devoted to Edinburgh, Glasgow, the Islands (Orkney and Shetland, though their history is more Norse than Scot), and the Hebrides—their agriculture, fishing, industry including the ships, textiles, knitwear and machinery, games, and food. The changes made in developing industry and reclaiming land are described, and the future looks bright. The author, herself a Scot, has left some of her heritage in the book.

Ireland

310. My Village in Ireland, Sonia and Tim Gidal. Ill. with photographs. New York: Pantheon, 1957. **3–6**

This interesting story of everyday life in a small Irish village is told in the first person by Patrick Curtin, "Paddy the Runner" his friends call him. In typical Irish fashion, he describes his home, food, family, friends and play activities, school, church, and work in the fields. Their forty acres yield barley, potatoes, turnips, cabbage, oats, sugar-beets, clover for hay, and grazing for their sheep. From the sea they get red carrageen moss, fish, snails, and occasionally a lobster to sell. Market day is an event; so is visiting his friend Thomas, who is cutting turf for fuel, or a trip to the castle Dun Gaire. The glossary gives definitions, but no pronunciations. The charm of the book, however, is in its personal approach and its engaging, freckle-faced hero.

311. THE COTTAGE AT BANTRY BAY, Hilda van Stockum. Ill. by the author. New York: Viking, 1946. **5–7**

When Father O'Sullivan sprains his ankle, nine-year-old Brigid and eleven-year-old Michael get to take the donkey to Kenmare to sell him to Farmer Flynn. On the way, they see a dog being mistreated by some gypsies, who give them the dog to be rid of it. After selling the donkey, they return home by the longer road over the mountain, for they do not want to meet the gypsies now that they have the money. When they finally arrive home, they are not sure they can keep the dog, but he finds the twins when they get lost in the woods, and in the cave he finds the box containing an old manuscript of poetry. The manuscript is taken to the National Library in Dublin by Paddy the Piper because his friend there tells him to do so. The children get 50 pounds reward, enough to have Francis' club foot fixed and to get a cow. The daily life in Ireland and the family relationships are well described.

The Netherlands

312. THE PICTURE STORY OF HOLLAND, Dola De Jong. Pictures by Gerard Hordyk. New York: Reynal, 1946. **4–6**

There is only a little history included in this book, but it answers the kinds of questions children want to know, such as the truth about the leak in the dike, how they save the land from the sea, what they eat and wear, what the homes and schools are like, and how they celebrate their holidays. In addition, Amsterdam, Delft, the Hague, and Leiden are described briefly, and the early Dutch explorations are mentioned. The illustrations are gay and give this oversize book a sprightly air.

313. THE WHEEL OF THE SCHOOL, Meindert DeJong. Pictures by Maurice Sendak. New York: Harper, 1954. **6–8**

The six school children in the little fishing village of Shora, Holland, started thinking about storks when Lina wrote a composition about them one day. If they were to get a stork, they needed a wheel to put on the roof of the schoolhouse so the storks would have a platform to build their nest. The story tells how hard the children worked and what happened to them as they tried to find a wheel. Lina finds out Grandmother Sibble III is interesting even if she is old, and Pier and Dirk, the twins, learn that Janus in the wheel chair is not mean at all. Finally the children get two wheels, but one breaks. The men of the village put up the good one, some storks that are rescued from drowning settle on the wheel, and Janus fixes the other wheel for his roof and promises to make wheels for the others. So all ends happily. The child-adult relationships are unusually well drawn, and the story is full of suspense.

314. THE LAND AND PEOPLE OF HOLLAND, Adriaan J. Barnouw. Ill. with photographs. Philadelphia: Lippincott, 1961. (Portraits of the Nations Series) **6–9**

Against a background of the land and people today, as briefly described in the first chapter, the history of Holland unfolds throughout the remainder of the book. Important in the formation of the country have been the constant fight against the sea, the contributions of the many groups that constitute the Dutch people, the results of the explorations of the seventeenth century and the Golden Age of science, arts, and letters, and the devastation of World War II. The establishment of the Monarchy, and its role in contemporary affairs is explained. The current unrest caused by the loss of Indonesia, the Russian threat, and problems of overpopulation felt by the older generation are accepted by the younger as the country moves forward. The index to the book is composed chiefly of proper names.

Belgium

315. THE LAND AND PEOPLE OF BELGIUM, Dorothy Loder. Ill. with photographs. Revised edition. Philadelphia: Lippincott, 1963. (Portraits of the Nations Series) **6–9**

In spite of invasions, from Romans to twentieth-century Germans, Belgium has each time rebuilt its land and cultivated the arts. Their struggle for freedom includes the dramatic episode of the destruction of Liége, life under the Spanish and the French, and the formation of free Belgium in 1839. The acquisition of the Congo and two wars complete the historical half of the book. The remainder describes Belgium today, the cities of Antwerp, Ghent, Bruges, and Brussels, and points out the differences between the two distinct sections of Flemish and French influence, as shown in their speech, their attitudes, and customs, yet shows how they work together for the good of Belgium.

France

316. NOEL FOR JEANNE-MARIE, Françoise. Ill. by the author. New York: Scribner, 1953. **K–2**

Jeanne-Marie explains about Noël to her pet sheep, Patapon. She will put her wooden shoes near the chimney, and Father Noël will bring her a bright red kerchief, or maybe a doll carriage, or a manger and the *santons* for a crèche. Since Patapon has no shoes, Jeanne-Marie has one made. On Christmas morning, Jeanne-Marie gets little *santons* and Patapon a yellow satin ribbon with a tinkling bell. Though simple, this story contains a French flavor. Other books about the same characters (all by Scribner) are JEANNE-MARIE COUNTS HER SHEEP (1951), SPRINGTIME FOR JEANNE-MARIE (1955), JEANNE-MARIE IN GAY PARIS (1956), JEANNE-MARIE AT THE FAIR (1959), and WHAT TIME IS IT, JEANNE-MARIE? (1963).

317. FRANCE, Robert Davis. Ill. by Rafaello Busoni. New York: Holiday House, 1947. **2–4**

A small but well-written book which focuses on a comparison of the various aspects of French and American life. The author points out similarities as well as differences in historical background, language, communications, schools, and agriculture. The contributions of the French people to America and vice-versa are examined. The book is profusely and colorfully illustrated, and the end papers are simplified maps, with France superimposed on sections of America to show comparative size.

318. MADELINE, Ludwig Bemelmans. Ill. by the author. New York: Simon, 1939. **K–3**

Madeline, one of twelve little girls who lived in an old house in Paris all covered with vines and supervised by Miss Clavel, goes with the others outdoors or to the zoo. But one night she had to go to the hospital and have her appendix removed. All the others come to visit her, each bringing her a flower, and she shows them her scar. That night they all howled because they wanted their appendixes out, too. The charming pictures include favorite Parisian scenes, and depict the urgency of Miss Clavel. Other stories of this same small character are MADELINE'S RESCUE (1953), MADELINE AND THE BAD HAT (1957), MADELINE AND THE GYPSIES (1959), and MADELINE IN LONDON (1961).

319. THE HAPPY ORPHELINE, Natalie Savage Carlson. Pictures by Garth Williams. New York: Harper, 1957. **2–4**

The twenty little orphan girls, "orphelines" in French, live in an old house near Paris with Madame Flattot and Genevieve to care for them. They are well-cared for, loved, and happy and do not want to be adopted. When Brigitte is separated from the others on their way home from the dog cemetery (because Josine counted Genevieve instead and got the right number), she is taken home by the wife of the pretender to the crown of France. To keep from being adopted, Brigitte lets loose the "Wicked Dogs" of the street, and bedlam ensues in the market place. The people come to her rescue, and the adoption is averted. The second book, A BROTHER FOR THE ORPHELINES (1959), describes the problems that arise when a dark boy baby is left in the bread-basket one morning, probably by one of the Arab workmen. Other books are A PET FOR THE ORPHELINES (1962) and THE ORPHELINES IN THE ENCHANTED CASTLE (1964).

320. THIS IS PARIS, M. Sasek. Ill. by the author. New York: Macmillan, 1959. **3–6**

This large picture book gives not only a colorful reproduction of the famous sights of Paris, including Notre Dame, Sainte-Chapelle, Pont-Neuf, the Pantheon, the Opera, the Arc de Triomphe de l'Etoile, and the Eiffel Tower, but interspersed are the interesting people of the city. There is the *concierge*, the churchwarden, the people in the *bistro* and in the market, the guards, the policeman, and the painters of Montmartre. The charm and gaiety of the city are communicated, and for those who cannot go there in person, the atmosphere can be sampled here. Companion volumes, THIS IS LONDON (1959), THIS IS ROME (1960), THIS IS VENICE (1961), THIS IS ISRAEL (1962), THIS IS MUNICH (1961) and THIS IS IRELAND (1965) are equally charming.

321. Twenty and Ten, Claire Huchet Bishop as told by Janet Joly. Ill. by William Pène du Bois. New York: Viking, 1952. **4–6**

Twenty French children in the school under Sister Gabriel's care agree to shelter ten Jewish children from the Nazis during World War II. When the soldiers come during Sister's absence in town (Dieulefit), the Jewish children are hidden in a cave, and the French children will not speak. Henry is put in the coalshed but escapes, and Janet (the narrator of this first-person story) and Philip take bread and blankets to the cave during the night. Janet outwits the soldiers on her return to the house, Sister returns from the village, and the soldiers finally leave but forget the chocolate and oranges with which they hoped to bribe the children. The grim realities of fear and short rations and the courage of the children who can see a joke in the face of danger are vividly portrayed.

322. Pancakes-Paris, Claire Huchet Bishop. Ill. by George Schreiber. New York: Viking, 1947. **4–6**

When Charles Dumont shows two American soldiers the way to St. Séverin in Paris just after the liberation, he refuses to take money, but does accept a box of pancake mix—*crêpes* for Mardi Gras. He goes to the American Embassy to get the recipe translated and meets the two soldiers again, who take him home in a jeep. That night, as he is trying to make the *crêpes* as a surprise for his mother, his two American friends arrive loaded down with provisions. His mother arrives just in time for a pancake, Charles' friends are invited in, and everyone celebrates Mardi Gras.

323. The Land and People of France, Lillian J. Bragdon. Ill. Philadelphia: Lippincott, 1960. (Portraits of the Nations Series) **6–9**

The development of France as a nation is described in this book from the earliest inhabitants—the Iberians, Ligurians, and Celts—to the death of Louis XI in 1433. The Renaissance, which saw the building of some famous chateaux at home and explorations abroad, was followed by the long reign of Louix XIV. But the extravagances of the court led to the Revolution and the founding of the First Republic in 1793. It lasted until Napoleon took over in 1804. Later, other republics were formed when people arose against the kings, until the present Fifth Republic was founded with Charles de Gaulle at the head. The rest of the book describes the attraction of various sections of the country, with a chapter devoted to Paris. One section traces the wars, and the final chapter characterizes the Frenchman, his patriotism and love of freedom, and finishes on an optimistic note. An index is appended.

Germany

324. My Village in Germany, Sonia and Tim Gidal. Ill. with photographs. New York: Pantheon, 1964. **4–6**

This fifteenth book in the series about children in foreign countries continues the pattern of having a young person tell his own story. Robert, who is a third-year journeyman mason, lives in the village of Mittenwold, in the Bavarian Alps. His friend Markus wishes to be a mountain guide, but

Robert wants to become a violin-maker, and before the story ends, he begins to fulfill his wish. Woven into the story is a description of their traditional celebration of "Crazy Thursday" in honor of the coming of Spring. A glossary, map, and a postscript giving facts about Germany are appended.

Austria

325. My Village in Austria, Sonia and Tim Gidal. Ill. with photographs. New York: Pantheon, 1956. 5–7

Seppi, whose real name is Joseph, lives on an Austrian farm. He helps cut the hay and get it in the barn before the rain, he rings the bell during the storm, takes freshly baked loaves of bread to Aunt Anna, takes the horse to be shod, and visits his friend Flori, who has a new foal. He goes up to the mountains to gather flowers and watches a herd of chamois. His father, besides being a farmer, is a woodsman, a hunter, a miller, bee-keeper, a slater, a village councillor, and an orator. One of the trees from the farm is sent to the woodcarver who will make a madonna. On Sunday the family goes to church and honors their priest on his twenty-fifth anniversary as a priest. These everyday events are illustrated with excellent photographs and are described by Seppi himself, but there is little continuity to the material.

326. The High World, Ludwig Bemelmans. Ill. by the author. New York: Harper, 1954. 5–8

Tobias Amrainer, his wife, and five children live in a cabin in the Austrian Tyrol, high above the village of Lech. When necessary for food, Tobias sometimes shoots a deer or a chamois, which is really poaching, but the village gendarmes overlook it. At Christmas the family goes down to the Old Post Inn in the village to celebrate with relatives, but an official has come to see about the hydroelectic plant the government would build and to enforce the laws. When he learns Tobias is shooting animals in the state preserves, he tells the local gendarmes to arrest him, but Tobias outwits them. When there is a threat of an avalanche, the villagers decide to rescue the children by riding up in the cable cars and skiing down. The official gives them the keys, then runs the machinery himself; so all are safe and the villagers agree he is not so bad after all. Then he gets Tobias a job as a forest ranger so he can stay in the mountains. The beautifully colored pictures lend an air of charm to the well-told story.

327. White Stallion of Lipizza, Marguerite Henry. Ill. by Wesley Dennis. Chicago: Rand, 1964. 5–8

The story of how Hans Haupt, baker boy, became a full-fledged Riding Master in the Spanish Riding School of Vienna is masterfully told, with an undercurrent of excitement that builds up to a successful climax. Hans dreamed of the Lippizzaners, he studied and learned all he could about them with the help of a sympathetic librarian, Fräulein Morgen, who also gave him a ticket for a Sunday performance. When Hans learned that the stables were open to the public at designated times, he went and made friends with Maestoso Borina, a champion of the courbette. Eventually he gained a place as an apprentice and devoted himself wholeheartedly to the tasks set for him. Though there were times when he expected to be sent home, he finally achieved his goal and rode Borina in a Sunday performance.

328. The Land and People of Austria, Raymond Wohlrabe and Werner Krusch. Ill. with photographs. Philadelphia: Lippincott, 1956. (Portraits of the Nations Series) **6–8**

The lure of Austria for tourists today is the product of the country itself and the friendliness of the people who inhabit it. During the Middle Ages, Austria was overrun by Magyars and Crusaders, but with the rise of the House of Hapsburg, the country was strengthened until the Hapsburgs were banished in 1919. Various sections of the country are described in detail, and separate chapters are devoted to Salzburg and Vienna. The contribution of the people to music, the arts, literature, science, and sports is emphasized, and the problems faced by the country after the two world wars are explained. The book ends on a hopeful note for the future.

Switzerland

329. The Apple and the Arrow, Mary and Conrad Buff. Boston: Houghton, 1951. **4–6**

The famous story of William Tell's marksmanship is the basis for this account of the events prior to the independence of the three Swiss cantons of Uri, Schwyz, and Underwalden. Walter, the son of William Tell, is allowed to accompany his father to Altdorf in order to keep his father from getting into difficulty. But when William Tell fails to bow to the hat on a pole, the soldiers seize him. Gessler, the Austrian King's representative, promises his freedom if he will shoot an apple on his son's head. Walter is not afraid, and the shot is successful, but when William confesses the second arrow was for Gessler had he failed, the soldiers take him away. While they are rowing to the prison, a storm comes up and finally they release William so he can steer them safely to land. He does, but jumps out and sends the boat adrift. Later he finds Gessler has survived and so he puts an arrow through him. On New Year's Eve, 1290, the cantons revolt and Walter and his brother get to go to the mountains to see the huge signal fires and watch the burning of Gessler's castle.

330. The Land and People of Switzerland, Lillian J. Bragdon. Ill. Philadelphia: Lippincott, 1961. (Portraits of the Nations Series) **6–9**

The history of Switzerland, from the earliest Lake Dwellers to the present, emphasizes the people's love of liberty and willingness to defend it. Swyss, Uri, and Unterwalden formed a secret alliance, and today the Swiss Confederation contains twenty-two cantons. The book describes the various regions and cities that comprise present-day Switzerland—the breath-taking scenery, the industries, the culture and customs, and the fantastic feats of road and railroad engineering that have tied the country together and made a highway for tourists. Though even yet women cannot vote in all cantons, in other areas the Swiss are modern and efficient, with no slums and no unemployment. Like others in this series, this volume has an index.

331. BANNER IN THE SKY, James Ramsey Ullman. Philadelphia: Lippincott, 1954. **7–9**

Though this is not a true story, it takes place in the year 1865, the date of the first scaling of the Matterhorn. Its setting, the town of Kurtal, is like Zermatt, and the character Captain John Winter is like Edward Whymper, a real climber. The story concerns Rudi, the son of a famous Kurtal guide, Josef Matt, who had lost his life in an attempt to climb the Citadel (Matterhorn). Rudi's mother forbids him to climb and gets him work at the Beau Site Hotel. But he slips away, climbs up the mountain, and saves the life of Capt. Winter, a famous climber. Later, when Capt. Winter and his party start to climb the Citadel, Rudi joins them and is of real service in scaling some formidable walls. In the night when one of the party starts for the summit alone, Rudi leaves his pack, follows, and rescues him when he falls. But he has lost his chance to gain the summit with the others, who find his pack and plant Josef's red shirt on the summit as a "banner in the sky." The important decision Rudi made to forego the gaining of his life's dream to save a human life is vividly portrayed, as is life in the Swiss Alps.

Russia and its Satellites

332. YOUNG RUSSIA: CHILDREN OF THE USSR AT WORK AND AT PLAY, Rita Vandivert. Ill. with photographs by William Vandivert. New York: Dodd, 1960. **3–6**

The Russian emphasis of today is on the future, and therefore they are interested in the health and education of their children. Their education is designed to produce people who think a certain way, who work well, and who will serve their country. Children go to school from age seven to fifteen or seventeen, and can join the Young Pioneers, a club, while they are nine to fourteen. At fourteen they can join the Komsomol, the Young Communists League. The photographs show the children at nursery school and kindergarten, at the Moscow Exhibition, at the Children's Theater, and at the school for older children which is sponsored by a silk mill. From fifth grade up they are given practical training once a week at the mill. Other photographs show the Children's Railroad at Kiev and activities of the Young Pioneers. The children look healthy and pleasant, but rather serious. One wonders how typical their experiences are.

333. GETTING TO KNOW THE U.S.S.R., John A. Wallace. Ill. by Don Lambo. New York: Coward, 1959. **4–6**

Throughout this book comparisons and contrasts are drawn between the U.S.S.R. and the U.S.A., in geography, in government, in ways of living. The fifteen republics that compose the Soviet Union, stretch from Eastern Europe to within a few miles of Alaska, and though the land lies north of the U.S.A., the farmers on the collective farms raise crops similar to the Middle Western farmers. A bit of the history of the country is given, and a detailed account of the education, including the "Pioneers," the "Komsomols" (youth groups), and the requirements for being accepted into the Communist Party with its accompanying privileges, are presented. The homes, food, sports, work, and cultural activities are mentioned, but the impact of the book is the opposing ideologies of governmental control versus private enterprise and democratic operation. There is a page of chronology and an index.

334. THE FIRST BOOK OF THE SOVIET UNION, Louis L. Snyder. Ill. with photographs. New York: Watts, 1959. 5–7

The book begins with Sputnik I, then describes the country and its diversity. The overview of history from Czar Alexander II in 1855 to the present includes the important February (March) and October (November) 1917 Revolutions, leaders like Lenin, Trotsky, Stalin and Khrushchev, and Russia's part in both world wars. There are bits about trade, social welfare, art, music, literature, education, athletics, medicine, and law, and a part on Communist "jargon." The map in the front of the book does not show the boundary common to Norway, and there is not much on the everyday life of the people.

335. FINDING OUT ABOUT THE EARLY RUSSIANS, Tamara Talbot Rice. New York: Lothrop, 1964. 7–9

Russian interest in history and relics, began by Peter the Great and Catherine the Great, was furthered by following Napoleon's lead and excavating their own sites. As the story of the early Russians unfolds, the tribes inheriting the tundra, the forest belt, the parkland and steppe have left their mark in their burial mounds. Scythians, Greek, Sarmatians, Persians, Huns, and Goths all had their influence prior to the Middle Ages, and during the Christian Era, the Finns, Slavs, Varangians (Swedes), and Khazars left their traces on the land and the culture. The origin and importance of The Virgin of Vladimir is told, and the Mongol invasion and its results are described. The development of Kiev, Novgorod, and Moscow is shown, and important personages like Ivan the Terrible, Czar Michael Romanov, and Alexander Nevsky are mentioned. The book swings full cycle and ends with Peter the Great. An index is appended.

336. THE GOOD MASTER, Kate Seredy. Ill. by the author. New York: Viking, 1935. 5–7

Jancsi is worried when his delicate cousin Kate is coming from the city to live with her Uncle Márton on his farm in Hungary. But she is not delicate, only spoiled. She lets the team run away, she rides astride, but gradually she is tamed. She heads off a stampede with Jancsi, and runs off with the gypsies voluntarily, but then escapes home. She starts a school, and when her father comes at Christmas he hardly recognizes his pleasant daughter, for the Good Master has done his job well. Kate's father decides to stay, too, and teach in the school. A sequel to this story is THE SINGING TREE (1939).

337. THE LAND AND PEOPLE OF POLAND, Eric P. Kelly and Dragos D. Kostich. Ill. with photographs. Philadelphia: Lippincott, 1964. (Portraits of the Nations Series) 6–9

The story of Poland is told in fact and legend, from the early Lechs or Seans that formed the backbone of the nation. Later invasions by the Tartars and the Turks were repelled, and Europe was left to the Europeans. But the history of the country is one of war and division, including the Nazi invasion of 1939 and the subsequent Russian occupation. The hardiness of the people, their songs and traditions, their leaders like Copernicus, Kosciuszko, Pulaski, Helena Modjeska, Paderewski, Madame Curie, and

Chopin, and their persistence in keeping the spark of liberty alive are related sympathetically. Karkow, with its tradition of the Heynal, and the Warsaw that was, are described with a kind of nostalgia. At the end of each chapter is a useful glossary, and the book has an index.

338. DOBRY, Monica Shannon. Ill. by Atanas Katchamakoff. New York: Viking, 1934. **7–9**

Dobry lives on a Bulgarian farm with his mother and grandfather. Everyday life on the farm, where everything is done by hand, is described. His mother thinks he should help her rather than draw pictures on wrapping paper. In order to get proper drawing materials, he tends the village cows for four summers. He learns how to handle clay from the man who builds fireplaces, and at Christmas Dobry made the nativity scene in snow. His mother finally decides he can be an artist. And so he is given a chance to go to Sofia to study. The problem of an individual who fails to conform is shown, as is the perseverence toward a goal in spite of difficulty. Although difficult, this book is about an area and a time for which there is little written for children.

Spain

339. THE STORY OF FERDINAND, Munro Leaf. Ill. by Robert Lawson. New York: Viking, 1936. **K–4**

No list of books about Spain is complete without Ferdinand, the bull who liked to sit and smell flowers. The men who were choosing fierce bulls for the fights in Madrid were unaware that a bee had stung Ferdinand to make his act so fierce. They thought he was fierce; but when he got to the ring in Madrid and saw all the flowers, he just sat down and would not fight. So he was sent back to the field, where he could smell the flowers to his heart's content. The pictures are very funny, especially the one where the bee is stinging Ferdinand.

340. GETTING TO KNOW SPAIN, Dee Day. Ill. by Don Lambo. New York: Coward, 1957. **4–6**

Spaniards are proud of their families, their friends, their church, and their country. Different invaders like the Iberians, Romans, and Moors contributed laws, roads, and buildings that are still used today. After Columbus discovered America, the Conquistadores sent back huge treasures to Spain, but when the English defeated her Armada in 1588, the power of Spain was crushed. The isolation of the communities has kept them different from each other. Andalusia in the south is happy and gay; in the west the people are quiet but proud; along the Mediterranean coast are harbors for trade and fishing, and there is a Battle of Flowers at one festival in Valencia; the Basque people of the Pyrenees are herders and sailors; and the central plateau is the land of castles. Madrid, Granada, and Toledo are described, and the custom of the *paseo* (the walking-around at seven in the evening), the bullfights, the schools, the church, and the festivals like *Fallas de San José*, Christmas, Holy Week in Seville, and the harvest are all part of life in Spain.

341. **My Village in Spain**, Sonia and Tim Gidal, Ill. with photographs. New York: Pantheon, 1962. **4–6**

Antonio lives in Upper Andalusia with his parents and his Pepa. All work hard and lead a frugal but happy life on their tiny plot of land, though Antonio tires of chick peas and wishes for a new pair of sandals. One day it is announced that Dona Josefa has lost a valuable brooch and is offering a reward for its return. Antonio finds it and dutifully turns the reward over to his Padre. To his delight, he receives for his share not only the sandals but a trip to Cordoba with his uncle, a former *torrero*, to view his first *corrida de toros*.

Italy

342. **Felice**, Marcia Joan Brown. Ill. by the author. New York: Scribner, 1958. **K–2**

The charming pictures in blue, gold, rose, and black and the simple text tell the story of a little striped cat in Venice who had no name and no home and of Gino, the son of a gondolier, who wanted a cat. One day when the cat was walking down the street, a basket meant for mail but now with a fish in it dropped down in front of him. Each night he got his dinner this way, until one night a big black cat challenged him. There was a fight, and the little cat fell into the canal. Gino rescued him with his basket, and his father, Marco, let him keep the cat, whom he named Felice. So now the cat had a home and a name and rode on the gondola, and Gino had a cat. The familiar scenes of Venice include parts of St. Mark's Square, the Rialto Bridge, and the Grand Canal.

343. **Little Leo**, Leo Politi. Ill. by the author. New York: Scribner, 1951. **2–4**

Little Leo lived in a ranch house in California. One day his father bought him an Indian Chief suit. Then he told the family they were going back to Italy to live. Leo wore his Indian suit when they went to New York, and sailed for Italy on a ship. When they got to Italy, they went to San Matteo where the grandparents lived. The children of the village followed Little Leo everywhere he went, and finally the teacher asked his mother not to let him wear the Indian suit to school anymore. So he only wore it after school. The children wanted suits too, and Leo helped them paint chicken feathers, and the mothers sewed the clothes. Then all the children had a wonderful time playing. The illustrations are necessary for a full enjoyment of this story.

344. **My Village in Italy**, Sonia and Tim Gidal. Ill. New York: Pantheon, 1962. **4–6**

Giorgio, who tells the story, lives near Florence in the province of Tuscany, where his family own vineyards. This picture book shows the family at home and describes their house, food, and the work connected with getting the grape harvest in. The three boys in the family all help, along with Uncle Angelo and old Giulio, who tramps the grapes. When the harvest is finished, Giorgia and his brother Franco go to school. One day they accompany their father to Florence, where they see many of its famous sights. Woven into the slender story thread are many of the everyday activities of the people: the village band, the embroidery done by the women, the place of old people (it is eighty-five-year-old Nonna Emilia, the grandmother, who still bakes the bread), and the dignity and aspirations of a family that lives on the land. There is a glossary and a postscript giving factual information about Italy. Other recent books in this series treat Switzerland, Spain, and Denmark.

345. THE FIRST BOOK OF ITALY, Samuel and Beryl Epstein. Pictures by Lili Réthi. New York: Watts, 1958. **5–7**

A brief history of Italy forms the background for this contemporary picture of life in this land. Their homes, food, work, religion, government, arts and handicrafts, and holidays are described. Several of the well-known architectural masterpieces, such as the Trevi Fountain, Coliseum, and Vatican in Rome, St. Mark's Cathedral and the Rialto Bridge in Venice, the Ponte Vecchio in Florence, and the Leaning Tower of Pisa are pictured. The book gives a feeling of the glories of the past and of the new surge of industry. The list of Famous Italians at the end of the book should stimulate further search.

346. MADE IN ITALY, Frances Toor. Ill. with line decorations by Earle Goodenow and with photographs. New York: Knopf, 1957. **7–9**

The variety of Italian arts and the influence of the various invading groups is pointed out at the beginning. Both fine and minor (folk) arts are described, and the development of each throughout the years is explained. Included are the making of pottery, textiles, lace and embroidery, jewelry, glass, furniture, puppets, and musical instruments. Work in metals, stone, wood, and leather is also discussed, and there are sections on regional costumes, religious art, and the arts in relation to the folk festivals. Although the material is presented clearly and interestingly, the many proper names add to the difficulty. The photograph section contains beautiful examples of Italian art.

Greece

347. GETTING TO KNOW GREECE, Regina Tor. Ill. by Don Lambo. New York: Coward, 1958. **4–6**

Modern Athens that continues to pay tribute to the art of the past is described first in this short introduction to Greece. Life among the shepherds in the rugged country and life in a typical village follow, including the religious celebrations with their feasting and folk dancing. The towns and their surrounding farming land, Piraeus, Crete and some of the other islands are then discussed, showing how they are set against the background of history yet making determined and enthusiastic steps toward progress. A one-page chronology, an index, and a bibliography are included.

348. THE LAND AND PEOPLE OF GREECE, Theodore Gianakoulis. Ill. with photographs. Philadelphia: Lippincott, 1952. (Portraits of the Nations Series) **5–7**

From a background of the country, its islands, and its people, the author turns to the cultural contributions that have been made by Greece through the centuries. He describes their gods, their early civilization as unearthed in Troy and Crete, their city-states and system of government, and then the Golden Age when the arts flourished. The empires of Alexander, Rome, the Byzantines, and the Turks followed, and eventually the new nation that was born in 1821 survived its many assaults and has kept alive its spirit. This interesting account presents the country in the perspective of recorded history.

AFRICA

General

349. PLAYTIME IN AFRICA, Efua Sutherland. Photographs by Willie E. Bell. New York: Atheneum, 1962. **3–5**

The games the African children play are described in brief text and illustrated by close-up photographs of children in action. Games like soccer, skipping rope, hopscotch, marbles, hide and seek, and checkers are played, and children like to jump, slide, see-saw, fish, surfride, and fly kites, too. They play with dolls, go out in the rain, listen to stories, make songs on a xylophone, and play dress-up, just like children everywhere.

350. AFRICA—AWAKENING GIANT, Sidney Lens. New York: Putnam, 1962. **5–7**

The emergence of Africa from a "Dark Continent" to one composed of new independent nations is followed in this book. The civilizations that flourished in Egypt and Carthage and the spread of Islam across North Africa left the way open for European exploitation and the slave trade. Explorers like Livingston and Stanley opened the interior, but empire builders like Rhodes and others made the "Cape to Cairo" dream a reality. Then, after World War II, African leaders began to emerge—Kenyetta and Mboya in Kenya, Nasser in Egypt, Nkrumah in Ghana, Touré in Guinea, Azikiwe in Nigeria, and Nyerere in Tanganyika. Though nations have become independent, there are still problems of schools, roads, hospitals, bridges, and airports, of government, of raising living standards, and of becoming truly nations. This book has an index.

351. PICTURE MAP GEOGRAPHY OF AFRICA, Vernon Quinn. Ill. by Charles E. Pont. Philadelphia: Lippincott, 1952. **5–8**

Beginning with North Africa, the author proceeds in a clockwise direction to Egypt and the Sudan, then east and south to the Congo and Equatorial area, finishing with West Africa. For each area, there are sections describing the various countries, accompanied by a pictorial map showing the various tribes of people, the terrain, the flora and fauna, a few cities, and major products. Although the text and maps are tightly packed with information, it is interestingly presented and could serve as a good jumping-off place for further study. Since the book was published in 1952, recent political changes make some parts inaccurate.

352. THE NEW AFRICA, Ellen and Attilio Gatti. Ill. with photographs by the authors and others. Maps by Rafael Palacios. New York: Scribner, 1964. (World Background Series) **6–9**

This book began as a revision of Here Is Africa (1943) but ended up as a rewritten work instead. It emphasizes the political changes up until 1959 in the different countries. The author points out the three areas of Africa as White or Arabian in the north, Black or Negro in the center, and Negroid or Bantu in the south. He then proceeds in a somewhat clockwise direction around the continent, describing the new nationalism as it appears, but omitting much of the problem of South Africa. The last chapter tells of the Sonjo, a remote tribe in Northern Tanganyika. Included in the many excellent photographs are close-ups of people and the first professional photographs ever taken of the Sonjo. This book by a couple who have spent many years in Africa presents the information interestingly, sympathetically, and objectively.

353. The Peoples of Africa, Colin M. Turnbull. Ill. by Richard M. Powers. Cleveland: World, 1962. **7–9**

This explanation deals with three main groups of people—the hunters, the pastoralists, and the cultivators. The Bushmen of the Kalahari Desert and the Pygmies of the rain forest are still hunters who revere the land. The pastoralists include three Nilotic tribes (the Shilluk, the Nuer, and the Dinka), the Masai, and the Watusi. Since they depend upon cattle, they revere them and connect many of their rituals with them. The cultivators have settled down and organized their activities. Such is true of the Kikuyu of Kenya, the BaGanda, and the Ashanti of Ghana. Each group has developed a pattern of group living, but problems arise when the pattern is not understood by outsiders. The author explains and clarifies these complex relationships and places the history of Africa in a chronological chart of world events. The book has a bibliography and an index.

354. Island in the Desert: The Challenge of the Nile, Charles R. Joy. Ill. with photographs; maps by Marian Manfredi. New York: Coward, 1959. (A Challenge Book) **5–7**

This "eye-witness" report obtained from the author's trip to Egypt in 1957 is focused on the people of today as seen against the background of the history of the Nile. The slowness of change, the growth of the population, the need for fertilizer, for more Rhode Island Reds (chickens), tractors, jeeps, schools, clinics, and for industrialization are all pointed out. The modern city of Cairo is described, as are the political changes following the revolution of 1952. For the future, the country dreams of controlling the part of the Nile outside of Egypt, of digging a canal from the Mediterranean to the below-sea-level Qattara Depression so the 439-foot waterfall can be used for electric power, and developing more villages like the Province of Liberation for building canals from the Delta of the Nile into the desert. The book has an index.

355. The Tuareg: Nomads and Warriors of the Sahara, Sonia Bleeker. Ill. by Kisa N. Sasaki. New York: Morrow, 1964. **5–7**

The Tuareg, of People of the Veil, consist of seven main national divisions, although they are divided into many tribes. They roam the Sahara, guide caravans, and in the past conducted raids on camps and caravans.

Family ties are close, and descent is reckoned through the mother. Children are taught to read and write by the mother, and unlike other Moslem groups, the Tuareg respect their women and give them equality in the household with the men. This account of the history and present status of the Tuareg reveals their difficulties in getting the basic necessities of life and shows how they have developed customs and traditions and have made ingeneous adaptations to the desert. Their way of life, however, is being threatened by recent changes like motorized equipment and an ample water supply. There is a biographical note about the author and an index. THE MASAI is also written by the same author.

North Africa

356. MEET NORTH AFRICA, John Gunther with Samuel and Beryl Epstein. Ill. by Grisha (Dotzenko). New York: Harper, 1957. (Meet the World Book) **5–7**

This excellent picture of present-day (1957) North Africa gives the historical, sociological, and geographical background necessary for understanding the changes that have taken place in Tunisia, Morocco, Libya, and Algeria since World War II. The influence of the invaders—Phoenicians, Romans, Vandals, Arabs, and Europeans—of Islam and of the terrain upon the shaping of the countries is pointed out. The contrasts of city and countryside, of old and new "where yesterday meets today" are vividly described. The author draws upon his extensive background and research for his INSIDE AFRICA and though not exactly easy reading, those who can read it will find the book rewarding.

West Africa

357. GETTING TO KNOW LIBERIA, Albert Craz. Ill. by Don Lambo. New York: Coward, 1958. **4–6**

In 1822, a group of eighty-eight Negroes from America sponsored by the American Colonization Society settled on the coast of Liberia. They patterned their government, their education, and even their flag after the United States they had left, but in the "hinterland" behind the coast, the natives continued their tribal way of life. In 1926, the Firestone Company started rubber trees, and then came towns, schools, and medical aid. This story of two parallel, yet contrasting, groups living within the same country points up problems of the making of a nation.

358. THE FIRST BOOK OF GHANA, Norman Lobsenz. Ill. with photographs. New York: Watts, 1960. **4–6**

The evolution of Ghana as a country, starting with Portuguese traders in 1471 until 1957 when freedom was attained, is briefly told. The resources of the country include its major crop, cocoa, but fishing and mining are also important. The tribal traditions, the food, crafts, and products are described, and the schools, sports and games, and health precautions are presented. Several problems still lie ahead for this new nation, but the biggest task is that of education. The treatment of the topic barely scratches the surface of the complexities, but does give an introduction to the country. The book is indexed.

359. THE LAND AND PEOPLE OF GHANA, J. Kirk Sale. Ill. with photographs. Philadelphia: Lippincott, 1963. (Portraits of the Nations Series) **5–7**

The author uses the coat of arms of Ghana as the basis for the organization of his book, and each chapter explains the ideas represented by various symbols. The cocoa tree stands for the land and the products of the coast, the forest, and the grasslands. The tribal sword symbolizes the people and the ancient kingdom, and the tribal cane represents the Ashanti, who developed a government, a religion, and an artistic heritage. The fortress symbolizes European exploration, colonialism, and exploitation along with improvements in government, education, communication, and trade. The factory stands for the activity that led to independence in 1957, and the eagles indicate that the era of independence has become a reality. Finally, the black star points to Ghanas' literature and art, and the total emblem encompasses the old and the new. The book is indexed.

360. LAND IN THE SUN: THE STORY OF WEST AFRICA, Russell G. Davis and Brent Ashabranner. Ill. by Robert William Hinds. Boston: Little, 1963. **5–7**

Life in West African countries is described in text and picture to show a contemporary view of these new, independent nations. The confusion of traffic and the colorful markets of the city, the products, animals, and magic of the bush, the cattle people and the nomads, and the "mammy wagons" all portray aspects that are typical of the area today. Old religions, Christianity, and Islam exist side by side, and the art often reflects the tribal worship. The development of Liberia and its associations with the United States are pointed out, and the contribution of Operation Crossroads Africa and the Peace Corps to international good will through working together is recognized.

361. THE LAND AND PEOPLE OF WEST AFRICA, C. R. Niven. Ill. with photographs and a map. New York: Macmillan, 1958. **5–7**

Four countries of West Africa that are closely associated with Great Britain are treated here—Gambia, Sierra Leone, Ghana (formerly the Gold Coast), and Nigeria. The first part deals with the terrain and weather, the people and their work, daily life and religion, animals and insects, and the explorers who have mapped the country. The second part takes each of the countries in turn and describes its people, features and products, and the part it played in World War II. The appendix gives statistics on population, geography, government, finance, trade, and communications, and describes the various flags.

Central Africa

362. LET'S VISIT MIDDLE AFRICA, John C. Caldwell. Ill. with photographs. New York: Day, 1958. **5–7**

A good background of the geography of the area, a bit of the history, and a description of the government is given for each country described. Included are the East African countries of Uganda, Kenya, Zanzibar, and

Tanganyika; the Central African countries of the Federation of Nyasaland, Southern and Northern Rhodesia; the Belgian Congo and Ruanda-Urundi; and Portuguese Africa—Angola and Mozambique. The explorations of Livingston, Stanley, and Rhodes are briefly described. Although village life is shown, cities like Salisbury are also included. Throughout the book a parallel is drawn between the exploration of Africa with the settlement of America, particularly in the treatment of the natives and in the amalgamation of various racial and national strains. The picture of contemporary conditions does not gloss over the difficulties encountered. The book is indexed.

363. THE STORY OF ALBERT SCHWEITZER, Jo Manton. Ill. by Astrid Walford. New York: Abelard, 1955. **5–7**

Albert Schweitzer, the son of a pastor, grew up in Günsback. By the time he was nine, he could substitute for the organist at church. He continued his musical studies with Munch and later in Paris, then attended Strasbourg University and St. Thomas' Theological College. When he was twenty-one he decided to study music till he was thirty, then spend the rest of his life for his fellow man. He studied, wrote books on Bach, lectured at his University, and became principal of St. Thomas' at the age of twenty-eight. He resigned at thirty to take medical training, and began to collect money for a hospital at Lambaréné in French Equatorial Africa. The second part of the book describes his work there, his raising funds by giving concerts in Europe and America, his winning of the Nobel Peace Prize in 1953 and using the money for permanent huts for his leper colony. Throughout, he personifies his basic philosophy of "reverence for life."

364. SIA LIVES ON KILIMANJARO, Astrid Lindgren, Ill. with photographs by Anna Riwkin-Brick. New York: Macmillan, 1959. **3–5**

Eight-year-old Sia and her older brother, Sariko, belong to the Chagga tribe in East Africa. When their mother and father go to see King Marealle in Moshi at the Chagga Feast, Sia and Sariko want to go, too. But Sariko says Sia is too young, and besides she was to tend the younger children. He goes off, and Sia follows. Both of them catch rides to Moshi, and Sia is the first to greet the King. Sariko finally agrees that she is not too small to look at Kings and chiefs. The excellent photographs tell as much as the text.

365. GETTING TO KNOW TANGANYIKA, Charles R. Joy. Ill. by Shannon Stirnweis. New York: Coward, 1962. **4–6**

The terrain and animal life of Tanganyika are first described, followed by information about the various people and their customs—the Masai, Sukuma, Chagga, Nyamwesi, and the Hindus, Arabs, and Europeans who comprise the multiracial population. A very brief history of the country mentions the early Hamites, Bushmen, Bantu, and explorers from other lands. The country's present economy is based on coffee, cotton, sisal, diamonds, pyrethrum, and hides. Lead, gold, coal, and mica are mined. The government is working to improve health, education, transportation, and power, and the good relations between this nation and others furnish a beacon of hope and promise for all of East Africa. The book has a glossary, a chronological listing of important events, and an index.

East Africa

366. Away to East Africa, Albert J. Nevins. Ill. with photographs. New York: Dodd, 1959. **5–7**

The homely, everyday life of the people of Kenya, Uganda, Tanganyika and Zanzibar are described through text and photographs. That modern changes are under way is evidenced by their battles against the tsetse fly and by the construction of a railroad. The contribution that the British and missionaries of different faiths have made to the development of these countries is described and evaluated, including the explorations made by Livingston, Stanley, and Lord Delamere.

South Africa

367. Stanley's Africa, Rafaello Busoni. Ill. by the author. New York: Viking, 1944. **6–8**

This is an absorbing account of the career of the *New York Herald* Special Correspondent who was sent to Africa to find Dr. Livingstone. Find him he did, and extended to him that now-famous laconic greeting, "Dr. Livingstone, I presume," when the two met in Ujiji on that November 10, 1871. But this was just the beginning of Stanley's explorations in Africa, and the book also contains his later trips, including his crossing of the continent in 999 days. The mysteries of the "Dark Continent," the overgrown jungle, the native tribes, the wild animals, disease and danger, and the character of the men who chose to explore it are vividly pictured.

368. Thirty-One Brothers and Sisters, Riba Mirsky. Ill. by W. T. Mars. Chicago: Follett, 1952. **4–6**

The heroine of this story is Nomusa, daughter of Kangata, one of the six wives of Chief Zitu of the Zulus. Nomusa, though a girl, gets to go on the elephant hunt instead of her brother because she wounds a wild boar at the kraal gate. On the hunt, which takes "five sleeps," she visits a Pygmy village and falls into a leopard pit containing a dead leopard, but she gets to take the skin home. Her brother makes up a song about the hunt and gains recognition as a story-teller. Though some might object to polygamy in a story for children, it is a minor part. In the companion book, Seven Grandmothers (1955), Nomusa who is a year older, thinks she wants to be a witch doctor, until she meets a trained nurse. Then she decides she wants to be a nurse. At the end of the story, her father promises her she may go to the city in preparation for entering nurse's training. Her activities are continued in Nomusa and the New Magic (1962).

369. Meet South Africa, John Gunther with Sam and Beryl Epstein. Pictures by Grisha. New York: Harper, 1958. (Meet the World Book) **5–7**

The current racial conflict in South Africa is presented against a background of the historical development and the geographical setting. The rivalry between the Boers and the British, exemplified by Kruger and Rhodes, the acknowledged policy of *apartheid*, the gold, the diamonds, and the uranium of the Union of South Africa come vividly to the fore. Interwoven is information about tribal life, the animals in the national parks and game reserves, and the people themselves. Although the major part deals with the Union of South Africa, the High Commission Territories of Bechuanaland, Basutoland, and Swaziland, the Federation of Rhodesia and Nyasaland, and Portuguese Angola and Mozambique are also analyzed in terms of their potential. In the third book MEET THE CONGO (1959), a similar treatment is made of that area.

370. LIONS ON THE HUNT, Theodore J. Waldeck. Ill. by Kurt Wiese.
New York: Viking, 1942. 5–7

Although this is primarily a story of lions in the veld of Africa, there is also information about the land and a Zulu tribe. The story begins with Sur-Dah a young lion hunting with his mother and brother for meat. But there is a drought, and the Zulu tribe headed by Kaweyo prays to the rain god Umbini. After the rains come, the land is reborn. The lions join a pack, and Sur-Dah's mother is killed when the pack invades a Zulu village. Sur-Dah is left to learn his lessons. He is attacked by a pack of baboons; an ostrich outruns him; he escapes a trap; he survives a Zulu hunt; he jumps to a rock-top from the backs of migrating spring-boks; and he survives the forest fire to emerge King of the Lions.

371. JAMBA, THE ELEPHANT, Theodore J. Waldeck. Ill. by Kurt Wiese.
New York: Viking, 1942, 1949. 6–8

How the Bantus build an elephant trap and drive the animals into it is vividly told in this story. The tame elephants then help the men sort out the young animals, and the others are set free. Jamba is one of those retained, and the useless efforts of Bekar, an excellent tamer, to subdue Jamba are described. It is little Bomi who makes friends with Jamba and trains him in secret. Bomi subdues Jamba and shows his father he can handle the animal. Jamba works logging ebony for awhile, but later bolts to the forest. On the next elephant drive, Bomi saves Bekar from Jamba and another elephant, and Bomi gets his elephant back.

372. ON SAFARI, Theodore J. Waldeck. Ill. by Kurt Wiese. New York:
Viking, 1940. 6–9

Five expeditions to Africa in which the author took part are described in this book. On the first when he was only eighteen, he is left behind the expedition of the Duke of Mecklenburg because of illness. But he organizes his own expedition and catches up. Under the Duke's tutelage he realizes his foolishness and finally is accepted as a full-fledged member of the party. His second expedition seven years later was with Professor Leo Frobenuis to Zululand to help with the excavations of the ancient ruined city of Makala. The last part of the book tells exciting incidents from three expeditions he helped to lead in order to photograph animals and gather specimens for museums. One was to Kenya and two in Tanganyika. He sees a mother baboon fight a leopard, is treed by a water buffalo, is captured by the Galla warriors, and escapes death when an elephant attacks and the tusks go into the ground on either side of his body.

THE MIDDLE EAST

General

373. THE PICTURE STORY OF THE MIDDLE EAST, Susan R. Nevil. Ill. by the author. New York: McKay, 1956. **4–6**

Seven Arab countries, Turkey, Iran, and Israel comprise the Middle East today. After an introduction giving a brief history and noting the common Middle Eastern features of desert (lack of water, palm trees, camels, poverty and illiteracy), life in the desert, in an Arab village and in an Arab city are described. The homes, food, work, and religion are discussed, and the history of the rise of Islam is given. The last three sections discuss Iran, Turkey, and Israel, both rural areas and major cities. The emphasis on handicrafts is evident, and in the future their level of living can be raised if they but work together.

374. LET'S VISIT THE MIDDLE EAST, John C. Caldwell. Ill. with photographs. Revised edition. New York: Day, 1964. **6–8**

Although this is not an unbiased account of the problems besetting this area, the book is nevertheless useful for able students who can check the point of view given here with other accounts. Included are the countries of Egypt, Israel, Lebanon, Syria, Jordan, Saudi Arabia, Yemen, Kuwait, Aden, the Skiekdoms, Iraq, and Iran. The history of this area is summarized, followed by a description of the problems facing each country today and their relation to other countries. Since this report is simplified, additional information will be needed to supplement it.

375. LAND BETWEEN: THE MIDDLE EAST, Frances Copeland. Ill. with photographs. New York: Abelard, 1958. **6–8**

The way of life and the customs of four countries of the Middle East, Lebanon, Syria, Jordan, and Iraq, are described in interesting detail by one who lived in the area for five years and for a time taught fifth grade. The book answers questions children often ask about such things as the homes, food, dress, school, sports and recreation, religion, and holidays of the people. Contrasts between life in the country and city are shown, a few Arabic words are introduced naturally, and one chapter briefly links today to the long history of this area. Since the area is treated as a unit, the individuality of each country is submerged, but the book does give a realistic, understandable picture of life in this area without any political implications.

376. THE ARABS, Harry B. Ellis. Ill. by Leonard Everett Fisher. Cleveland: World, 1958. **6–8**

An excellent picture of the life of the nomadic Bedouins of the Arabian desert is presented. As a result of their conquests in spreading their Islamic religion, the Arabs created an empire that lasted six centuries, from 632 to 1258. Their influence resulted in the spread of the Arabic language and of the culture of the East through northern Africa, into Spain and up to Tours in France. They spread eastward into India and Chinese Turkestan during their Golden Age. And while Europe was suffering the Dark Ages, the Arabs kept alive Greek culture. Baghdad became the crossroads of the world, and the setting for THE ARABIAN NIGHTS. The four pages of chronology from 500 to 1958 show important events in the known world, and emphasize the Arab contributions, but there is little discussion of the Arab world today.

Israel

377. MY VILLAGE IN ISRAEL, Sonia and Tim Gidal. Ill. with photographs. New York: Pantheon, 1959. **5–7**

Shmuel lives in Israel, in the Mosad, which is the children's community of the village where the boys and girls over twelve live. They go to school, help in the orchards and cornfields, and with the goats, go on an excursion to Megiddo mound, which is one of the many "tells" of the area, play with their friends, and celebrate Pesach. Shmuel visits his parents in their apartment when his brother, a paratrooper, comes. His father is head of work in the orchards and head librarian; his mother works in the dressmaking shop. Throughout the book, the children are very convincing, and though the story is only slight, the excellent photographs and the information about modern Israel are well worthwhile. The story is told by Shmuel in the first person.

378. SONS OF THE DESERT, Sonia and Tim Gidal. Ill. New York: Pantheon, 1960. **5–7**

This story is told by Fayez, a Bedouin boy of the Atawneh tribe. He describes his tent home, his family, and his schooling in the House of Learning, where he learns of Mohammed, as well as how to read and write. He plays with the other boys in a jumping contest after school, then returns to his hair tent for his meal. The plot of the story hangs around the theft of a camel that Fayez had seen on his way to school. At the market in Beersheba, Fayez recovers the stolen camel, and when he and his father reach home, they find a new baby boy. Intermingled with the story are the daily activities, the important events, and the rather remote influence of the government on their lives.

Lebanon

379. GETTING TO KNOW LEBANON, Jim Breetveld. Ill. by Haris Petie. New York: Coward, 1959. **4–6**

Like others in this series, this book presents an introduction to Lebanon, traces its history briefly, and describes the country today as it is fighting to maintain its independence. The way the contrasting cultures of Christian and Moslem are learning to work together, the aid that has been given by the United States, such as the "Point Four Chicken" and the planting of grass to keep the sand from drifting, and the economic importance of commerce and farming are included. Education, government, holidays, and the projects to supply irrigation and power are also discussed, and though the organization of the material is not always clear, much useful information is contained.

380. CRYSTAL MOUNTAIN, Belle Dorman Rugh. Ill. by Ernest H. Shepard. Boston: Houghton, 1955. **6–8**

Two American boys, Gerald and Harry Sawyer, meet a red-haired ten-year-old English girl who says she is Boadie (short for the early British Queen Boadicea). Her real name turns out to be Dorothy Wilcox, and she has a most amazing governess, Miss Dunbar. They are from Egypt, but are spending the summer in Lebanon, where the story takes place. The children, properly supervised but not interfered with, explore the Mystery House on the mountain. Danny, the boys' precocious five-year-old brother who is interested in fossils, is along, and he locates a cave. The children decide the mysterious window that looks out on nothing is really for watching the road. They make friends with the goatherd Braheem, and eventually solve the riddle of the window when they meet Mr. Brutus Haddad, for he had lived there with his mother in secret while doing undercover work for the independence of his country. The children and the governess also aid in giving Edmund Bixton, a spoiled boy, his comeuppance. This is a lively, sophisticated story, but does not contain very much about Lebanon.

Turkey

381. YOUNG TURKEY: CHILDREN OF TURKEY AT WORK AND AT PLAY, Marianna Norris. Photographs by Ara Guler. New York: Dodd, 1964. **4–6**

After a brief introduction about the country, the book is composed of up-to-date close-up photographs of children at work and play, with paragraphs of text to explain the pictures. The close family ties, the school, sports and games, and work on the farm, in the pasture, at the shore, or at the loom are shown. The food they eat and Muslim customs and holidays are explained and illustrated. The happy, attractive children are similar to others everywhere in spite of their different dress and details of living.

382. TURKEY, Vernon Ives. New York: Holiday, 1945. (Lands and Peoples Series) **5–7**

The important position of Turkey as the crossroads of travel and the fusing point of peoples East and West is shown throughout their history. The capture of Constantinople by the Seljuk Turks sparked the Crusades, and when the Osmanli Turks overthrow the Seljuks, they established the powerful Ottoman Empire and brought the oriental culture to Europe. The rise of modern Turkey, with the founding of the Republic in 1923 meant changes in government, customs, education, the location of their capital, and even of their alphabet and calendar. Though brief, the book points out the colorful history and evidences of progress today.

383. THE LAND AND PEOPLE OF TURKEY, Ali Riza. Ill. with sixteen photographs and a map. New York: Macmillan, 1958. (Made and printed in Great Britain by Morrison and Gibb Limited, London and Edinburgh) (The Lands and Peoples Series) **7–9**

This description of Turkey today is set against a background of the long history of the area. Geographically and culturally Turkey is the bridge between the East and the West, and her people are descendants of nomadic tribes. Istanbul, Ankara, Izmir, and the Province of Antalya are described both as they were and are, and the influence of Süleyman the Magnificent and Kemal Atatürk to the development of the country are presented realistically, reocgnizing both contributions and limitations. Life in the cities and in rural areas is portrayed, the educational advancements are noted, and Turkey's position in the world today is presented. One chapter deals with ancient cities and the archaeological findings. There is a short index.

Iraq and Iran

384. GETTING TO KNOW IRAN AND IRAQ, Hushang Bahar. Ill. by Hazel Hoecker. New York: Coward, 1963. **4–6**

The evolution of these two modern countries from the ancient lands of Persia and Mesopotamia is briefly recounted and includes the historical figures of Nebuchadnezzar II, Hammurabi, Cyrus, Darius, and Xerxes. The importance of oil and water to the economy and livelihood is emphasized, and the attempts to control the water supply and provide electricity are described. Daily life in Abdul's family is pictured, and the customs surrounding a wedding and No Ruz, the New Year Festival in Iran, are explained. The old and the new are shown side by side without intermingling, and the ambition of the Kurds to become an independent nation is cited.

385. THE LAND AND PEOPLE OF IRAN, Helen Hinckley. Ill. with photographs. Philadelphia: Lippincott, 1964. (Portraits of the Nations Series) **6–9**

Like other books in this series, this book gives a brief historical background of the country, then describes the present-day life of the people. The historical sketch begins about 6000 B.C. and includes such famous figures as Darius and Xerxes, who built Persepolis; Zoraster and Mohammed; the invaders—Alexander the Great, Genhis Kahn, and Tamerlane; and Shah Abbas, who built the beautiful Isfahan with its domes and minarets, so many of them blue and green with delicate mosaic tiles and faience. The twentieth century saw reforms by Reza Shah and his successors, but modern Iran still needs better farming methods, education, sanitation and health. The country is slowly improving under its PLAN organization, but that may take a generation to accomplish.

386. IRAN, Alice Taylor. Ill. by Rafaello Busoni. New York: Holiday, 1955. (Lands and Peoples Series) **7–9**

A compact though readable account of the Iran of today, showing the contrast between cities and countryside. The life of the nomads, farmers, and fishermen is described, and a bit of the history is given. The changes made since 1925 and the recent nationalization of the oil industry (1951) are presented objectively, and some of the problems viewed from both sides are set forth. This book would serve best as a stimulus for more background reading or as an overview.

ASIA

General

387. Picture Map Geography of Asia, Vernon Quinn. Maps and drawings by Frank Beaudouin. Revised edition. Philadelphia: Lippincott, 1946, 1955, 1962. **5–8**

Starting with the U.S.S.R., then proceeding country-by-country from west to east, this factual book presents a brief description of the countries of Asia. Included are snatches from history, the general topography and terrain, products of farm, forest, and mountain, and thumb-nail sketches of three or four major cities of each country. The pictorial maps add greatly to the understanding of the area, and the book should, as others in this series, provide a stimulus to further reading.

India and Pakistan

388. My Village in India, Sonia and Tim Gidal. Ill. by photographs. New York: Pantheon, 1956. **3–5**

The daily life in a small rural village is vividly portrayed by Dhan, a little Indian boy. He describes his family, including his brothers and sisters, grandparents and uncles and aunts, his house, their food, and their work and play. His mother makes cigarettes, and his father works in a *sari* factory in the city. Dhan describes their school and tells a bit about their religion and caste. Woven into the story are some of the old tales of India, including one about the monkey and the crocodile who pretended to be a rock. The story is told in the first person and usually sounds as if a child is telling it. Photographs are very descriptive, and the pictorial map of the village on the end papers helps the reader visualize the scenes.

389. Chendru: The Boy and the Tiger, Astrid Bergman Sucksdorff. English version by William Sansom; photographs by the author. New York: Harcourt, 1960. **4–6**

This unusual picture book tells the story of Chendru, an Indian boy of the village of Gahr-Bengal, who receives a live tiger cub for a pet. Chendru takes Tamku, the tiger cat, with him when he goes to the jungle. The tiger guards the children from other beasts, but Chendru cannot learn to plow with Tamku, for the oxen will not plow a straight furrow when they smell the tiger scent. Daily life in Chendru's family is described, and their growing apprehension is apparent as they all watch Tamku grow larger and larger. After all, "a tiger is a tiger," but the story ends without telling what happens. The exceptionally fine, large, colored photographs are the main feature of this book.

390. Little Boat Boy: A Story of Kashmir, Jean Bothwell. Ill. by Margaret Ayer. New York: Harcourt, 1945. **4–6**

Hafiz, who is eight years old, lives on a house boat. Everyday adventures include playing with toy boats and falling into the river. Hafiz has an older brother, Abdullah, who has gone to school, and Hafiz also wishes he could go, but there is no money. The Sahib who rented the boat says he will pay for the schooling. Although there is nothing very dramatic in this story, it does give a good picture of one segment of life in India. River Boy of Kashmir (Morrow, 1946), which follows this book, describes the experiences Hafiz has at the River School, where Abdullah's friend, Yusuf Ali, is a teacher. Hafiz makes friends with Hyder, finds a little silver box that brings a reward, and helps pay the family debt to the rug merchant. The episode where all the boys in Standard I help Hyder earn money for a hockey stick is humorous.

391. "What Then, Raman?", Shirley Lease Arora. Ill. by Hans Guggenheim. Chicago: Follett, 1960. 5–7

Raman, a boy of India, was the first one in his village to learn to read, for his father had let him go to school one year when there had been money enough. But when times became hard and his father must go with the men to seek work on the plains, Raman had to leave school to earn money. He is fortunate that the American teacher wishes him to gather native hill plants for a book she is writing. It is she who asks him the soul-searching question that forms the title of the book when she learns of his love for reading. Raman learns from her that girls, too, should have a chance, and so he teaches his sister, Vasanti, to read. Eventually he accepts his responsibility and agrees to teach others in the village, too. Woven into the story is the struggle between the old and the new that is faced by those who are the pioneers.

392. Let's Visit India, John C. Caldwell. Ill. with photographs. New York: Day, 1960. 5–7

This short account telescopes the history of India from the early invaders of 2000 B.C. up to the present day by pointing out the events in the development of India that influence today's political actions. Emphasis is placed upon the factors of religion, caste, language, and over-population. Questions are raised regarding India's stand on contemporary political issues without criticism or censure, and the problem of Kashmir is treated objectively. Progress toward the solution of problems through their own efforts plus the help given by other countries, including the United States, gives hope for a better future.

393. The First Book of India, Emily Hahn. Ill. by Howard Baer. New York: Watts, 1955. 5–7

The story of modern India is told through the activities of the boy Arun, who lives in Bombay. Interwoven are the geography and history of the country, a bit of the folklore, the religion and customs, and a description of life in the city and in the villages. The contrast between the old and the new is shown through the ideas and actions of the grandmother and the younger generations. Although the book is not long, there is much information contained that should prove a good "jumping-off" place for further reading. The black, brown, and white modern illustrations add to the interest and aesthetic appeal, and the book contains an index and a glossary.

394. GIFT OF THE FOREST, R. Lal Singh and Eloise Lownsbery. Ill. by Anna Vaughan. New York: Longmans, 1942, Reissued, 1958. **5–7**

Bim, a little Indian boy, goes with his mother and cousins to the forest on his birthday. His mother finds a jungle royal tiger kitten, and Bim takes it home. The people are angry and say that someone from the family must stay in the forest two days tied to a tree in retribution. Bapu, Bim's grandfather, does this, and while he is there, the forest catches on fire. Bim goes to save him, but cannot loosen the bindings. The wind changes, the rain puts out the fire, and Bapu is saved. Eventually the tiger grows up and returns to the jungle. Later the people try to catch the tiger for the Maharaja's zoo, but Bim saves them from the fury of the tiger and lets him go back to the jungle.

395. DAUGHTER OF THE MOUNTAINS, Louise Rankin. Ill. by Kurt Wiese. New York: Viking, 1949. **5–7**

A beautifully written story of a little Tibetan girl, Momo, and her red-gold Lhasa terrier. For years she longed for a dog like the one the head lama at Kargayu had, and one day her wish is granted. The astrologer, who helps name the dog Pempa (Saturday), prophesies that the dog will bring Momo adventure and fortune. When Pempa is stolen and taken by the thief to Calcutta, Momo follows on foot. All along the way people try to discourage her, but then help her—the young woman in Jeyluk, the boy in Rongli, his uncle Big Dorje, the little girl Tsu Foo in Kalimpong, the British gentleman who gave her train fare to Calcutta, the young Tibetan monk who directed her to the shop of Wing Fong when her money is stolen, and Lotus Blossom, Wing Fong's daughter, who helps her get to the home of the English lady who has purchased Pempa. The reunion with Pempa is joyous indeed, and Lady Paton fulfills all Momo's dreams for her father and Tsu Foo.

396. THE LAND AND THE PEOPLE OF INDIA, Manorama R. Modak. Ill. with photographs. Philadelphia: Lippincott, 1945, 1952. (Portraits of the Nations Series) **6–8**

The long history of India's civilization is briefly and clearly presented, showing the development of many customs and practices and the roots of present-day problems. The influence of geographical features, both on invasions and on utilization of natural resources, is pointed out, as are the recent attempts to improve farming and industry. The long chain of history includes such leaders as Babar, Akbar, Shah Jahan who built the famous Taj Mahal, Asoka, Tagore, Ghandi, and Nehru. Problems arising from poverty, caste, and lack of development of rich resources still face India, but the resurgence following independence indicates that she will solve them "in her own way, in her own time." The book has an index.

397. EXPLORING THE HIMALAYA, William O. Douglas. Ill. by Clarence Doore. New York: Random, 1958. (A World Landmark Book) **6–8**

Woven into this interesting account of the Himalaya mountain area is a description of the people and the way they live today as well as a brief history of their past. The successive invasions through Khyber Pass, the many attempts to conquer Everest and Annapurna, and the constant struggle of man over his environment are vividly portrayed. The latter part of the book tells of Thundeep, a clever trader who worked for a lama in Tibet, and his daughter Phuti, whose romance with Murli Dhar, a Hindu, began at the annual Fair at Patseo in Kashmir. Throughout the book the little details of daily living present a clear picture of the customs and beliefs based on the firsthand experiences of the author.

398. Made in India, Cornelia Spencer. Ill. by Allen Lewis. New York: Knopf, 1954. Published 1946, revised 1953, reprinted 1954. **6–9**

This book presents an unfolding picture of India through the ages. It begins with the ancient civilizations of Mohenjo-daro and Harappa, and traces the history through the succeeding invasions of the Aryans, the Moslems, Tamerlane, and the East India Company. The thread of the historical account is interrupted to trace the development of literature, Buddhism, the Sanskrit language, games, the Moslems, Hinduism, painting, jewels, the Taj Mahal, and life in the village. The book closes with the contributions that Ghandi, Nehru and his sister Madame Pandit and their parents made for independence, and presents an optimistic look to the future.

399. Let's Visit Pakistan, John C. Caldwell. Ill. with photographs. New York: Day, 1960. **5–7**

Much of the same historical material included in Let's Visit India is also presented in this account of the background leading to the establishment of Pakistan on August 14, 1947. The ancient civilization of the Indus Valley discovered by archaeologists indicates a highly developed culture about 4500 years ago. But modern Pakistan is faced with problems increased by its division into contrasting areas, East and West. The book briefly describes the area, the products, the people, and their ways of living, and points out common problems of food, language, education, hygiene, industrialization, and relations with India. Pakistan's pro-Western alliances are emphasized throughout, as is the aid given by the United States.

400. The Land and People of Pakistan, Herbert Feldman. Ill. with photographs and a map. New York: Macmillan, 1958. (Made and printed in Great Britain by Morrison and Gibb. Limited, London and Edinburgh) **6–8**

This factual report includes many details of the history of the areas that became Pakistan. The geographical differences between East and West are pointed out in systematic overview of each part and the resulting differences in products and ways of living are clearly described. The difficulties of language and illiteracy, of agriculture and industry, and of health are being improved and an optimistic note for their future is sounded. The book has an index and an appendix of practical information. The British point of view from which the book is written shows primarily in its treatment of the history of the country and in the choice of a few words and spellings.

Afghanistan

401. AFGHANISTAN, Christine Goutiere Weston. Ill. with photographs and a map. New York: Scribner, 1962. (A World Background Book) **7–9**

The author describes her experiences during a lone trip to Afghanistan and manages to weave into the story a great deal of information about the history and geography of the country, its stark and rugged country, and its people. She describes the life in the villages and that of nomads in the country. She treats the emerging role of women, the social customs, religion, education, sports and pastimes, and politics. There is a glossary and an index, and the total book gives an up-to-date overview of a changing country.

402. BURMA BOY, Willis Lindquist. Ill. by Nicholas Mordvinoff. New York: Whittlesey, 1953. **4–6**

Majda Koom, the elephant Haji had played with as a boy, becomes an outlaw and leads a herd that terrorizes the villages. Haji becomes an elephant boy and eventually is allowed to try to capture Majda Koom. He takes the elephant's bell, and when the herd charges his platform, he jumps on the back of Majda Koom. The elephant brushes him off with a tree branch, but he is saved when Majda Koom recognizes him by smell. A very thrilling story with illustrations that picture the excitement.

Southeast Asia

403. THE PAPER-FLOWER TREE; A TALE FROM THAILAND, Jacqueline Ayer. Ill. New York: Harcourt, 1962. **K–2**

This a simple story of a little girl, Miss Moon, who tried to grow a paper-flower tree from the seed the grandfather gave her, even though everyone told her she could not grow a tree from a seed. She waited and waited, and one morning after the grandfather returned, she finds a paper-flower tree in her yard. She knows it is real. The colorful illustrations lend a light air to the book and give some background of Thailand.

404. NU DANG AND HIS KITE, Jacqueline Ayer. Ill. by the author. New York: Harcourt, 1959. **1–3**

The detailed drawings, the vivid reds and orange, and the cumulative story tell of Nu Dang, who lives on the banks of a river in Siam. More than anything, he loved to fly his kite, but one day the kite got away from him and went sailing off alone. So Nu Dang got out his little boat and paddled up the long river to find it. He asks many people if they have seen it—the vendor of the sweet cakes, the boatman, the boatbusman, the priests, boys and girls, the market people, and his friend Pranee. "But nobody had seen it. Nowhere. No kite at all" is the refrain throughout. When Nu Dang comes home discouraged, there is his kite. The wind had carried it home. The travels of Nu Dang provide an opportunity to tell much about this country that will be of interest to children.

405. GETTING TO KNOW THAILAND, Margaret Ayer. Ill. by the author. New York: Coward, 1959. **4–6**

The author tells what you would find in Thailand today and gives just a bit of history, including the unlucky War of the Seven White Elephants against Burma and Cambodia. The city of Bangkok, the schools, temples, homes, food, clothing, work, and festivals are described, and some of the games children play like soccer, jacks, or tag are explained. The work on a rice farm and cutting teak wood are outlined, and the descriptions of festivals like Kathin, Feast of Lights, and the New Year show how they are celebrated. Problems of transportation and community improvement are being met by the government, and agencies like the Rockefeller Foundation and the United Nations are helping them. This book answers questions children will have, and the illustrations supplement the text.

406. MADE IN THAILAND, Margaret Ayer. Ill. by the author and with photographs. New York: Knopf, 1964. **6–9**

The history, geography, religion, and culture of Thailand are woven together in this book, which explains the present in the light of the past. The people, their food and clothing, their homes and daily activities are described, and the ancient and modern influence of Buddhism and of the local gods and spirits on life is explained. Separate chapters treat metal work, painting, language, fables, music, theatre, festivals and entertainment, weaving, and pottery. The role of the king, both past and present, and the significance of the elephant are also included. One chapter describes the various modes of transportation. The photographs and illustrations show some of the intricate and exquisite work of the artists and craftsmen, and the book has an index.

407. GETTING TO KNOW MALAYA, Jim Breetveld. Ill. by Haris Petie. New York: Coward, 1958. **4–6**

The present situation in the Federation of Malaya is described, and the importance of rubber and tin is emphasized. The people are of Malay, Chinese, or Tamil (Indian) in origin, and they do not all speak the same language nor believe in the same religion. Life in the village—the homes, clothing, food, work, recreation, education, and old customs and beliefs—is described as is life in a fishing village and among the Aborigines of the jungle. Although the historical development of the country is not clearly presented, this introductory account does give a brief glimpse of contemporary life, with little of the political implications.

408. THE LAND AND PEOPLE OF MALAYA AND SINGAPORE, Joanna Moore. Ill. with photographs. New York: Macmillan, 1957. **5–7**

The establishment of settlements in Malaya by the East India Company at Penang, the Portuguese and the Dutch at Malacca, and the Chinese at Singapore under the British are described. The development of the Federation of Malaya, an independent nation within the British Commonwealth, and of Singapore as a Crown Colony with a government separate from that of Malaya is pointed out. The importance of rubber and tin to Malaya and the commerce stimulated particularly by the Chinese in Singapore are emphasized. The book includes a chapter on the history, and there is an appendix containing useful factual information, plus an index. That this is a British book is evidenced in several places, but adds to the interest.

409. FAY GOW: A BOY OF HONG KONG, G. Warren Schloat, Jr. Photos by the author. New York: Knopf, 1964. **2–4**

The chief attraction of this large book is the many clear, interesting photographs, including several closeups that depict the everyday life of Fay Gow, who lives on a boat near Hong Kong. The first chapter tells of his daily activities, listening to the weather report, feeding the chickens and gathering eggs, turning over the fish to dry, then earning some money by using his sampan as a water taxi. As he performs his chores, the work of others in his family and neighborhood is also seen. Chapter 2 relates the experiences he has on a holiday at Tiger Balm Garden, with its grotesque figures, while Chapter 3 tells of his fishing trip, how he prepares for it, and what they catch. The author has other books of a similar nature about children in other countries.

410. GETTING TO KNOW HONG KONG, Charles R. Joy. Ill. by Claudine Nankivel. New York: Coward, 1962. **4–6**

The English version of the Chinese words for "Fragrant River" became Hong Kong; this is the way it was put on the charts, and so it has remained. The development of Hong Kong into an important international port was assured once the plague and malaria were eradicated, but the flourishing opium trade led to the Opium War. Following the peace treaty in 1843, Hong Kong became a British Crown Colony, and in 1890, the British signed a ninety-nine year lease with China. During World War II, the colony was taken by the Japanese, while the Communists established a government in Peiping. But in Hong Kong, there was freedom of entry; so it became a city of refugees. The contrast in living between the refugees and the wealthy is described, and the contribution of the fishing fleet, the clothing industry, rug making, and film making, along with the tourist trade, to the economic life of the city is pointed out. The problems of education for all the children are cited, and suggestions are made of how American children can help.

China

411. FISH IN THE AIR, Kurt Wiese. Ill. by the author. New York: Viking, 1948. **2–4**

Little Fish got shoes for his birthday that looked like fish, he got a lantern like a fish for the Lantern Festival, and he got a big kite that looked like a fish. But when he turned a corner, there was a big wind that took the fish kite into the air with Little Fish still hanging to the string. He was lifted up, bumped a man who dropped some fish, stepped on the nose of the letter writer, moved up to the snout of the dragon on the South Gate, and into the sky. A fish hawk tore the kite, and Little Fish settled gently down in the river and into the net of Old Man Lo. Fish's father came running and said he would buy that catch for a silver dollar. Then everyone was happy. The pictures are humorous and colorful and show the people and countryside.

412. LITTLE PEAR, Eleanor Frances Lattimore. Ill. by the author. New York: Harcourt, 1931. **2–4**

Mischievous five-year-old Little Pear, a Chinese boy, has good intentions but always seems to get into difficulty. He starts out to slide on the pond and ends up seeing the city; he goes shopping and buys only candy, but he shares one stick with his friend Big Head who shares his top; he lights a firecracker and burns a hole in his new jacket; he almost sails away with his kite until his sister Ergu rescues him; and he eats green peaches, sets the canary free, and goes to the fair in his father's wheelbarrow hidden under the vegetables. When he falls into the river and is rescued by the house-boat people, he decides to be good. The book gives a universal picture of children, and other adventures are told in LITTLE PEAR AND HIS FRIENDS (1934), and LITTLE PEAR AND THE RABBITS (1956).

413. WILLOW TREE VILLAGE, Eleanor Frances Lattimore. Ill. by the author. New York: Morrow, 1955. **3–5**

Mimosa, the daughter of Mr. Huang the merchant, was unhappy because she had no playmates. Her nurse's daughter Sunflower came from Willow Tree Village to visit, but was sad without her brother Plum. Mimosa decides to buy a toy for Plum; so she dresses in Sunflower's clothes and slips out the gate into the town. She buys a grasshopper lantern, has her money stolen, spends a night at Fu's, the juggler, outside the city wall, then decides to go to her nurse's home at Willow Tree Village. She finally arrives, then sends a letter to tell her father where she is. The nurse and Sunflower have been dismissed, and they arrive at the village. Not long after, Mimosa's father comes, for he has figured out where she had gone when he traced one shoe to Fu and found the other on the road. All ends well with the nurse, Sunflower, and Plum returning with Mimosa and her father. The story presents a good picture of Old China.

414. CHINA: COUNTRY OF CONTRASTS, Mary A. Nourse and Delia Goetz. Ill. with photographs. New York: Harcourt, 1944. **5–7**

Although this book was written before the end of World War II, it gives a good overview of the country at that time. The contrasts between North and South China, the cities and farms, the homes, transportation, and products are described, and special attention is paid to handicrafts, art, education, holidays, and recreation. The contributions of famous Chinese—Confucius, Yao and Shun, Shih Huang-ti, Chang Chien, Wang An-Shih, the Manchus, Sun Yat-sen, Chiang Kai-shek, and others in the long history of the country are cited. The last chapter gives the story of the relations between China and the United States from 1784, when the *Empress of China* first sailed from New York Harbor, to the Flying Tigers of the 1940's.

415. LET'S VISIT CHINA, John C. Caldwell. Ill. with photographs. New York: Day, 1959. **5–7**

This report of contemporary China, the Chinese People's Republic (Communistic), tells why the relations between this country and the United States are not good, and why the United States will not recognize China nor vote to let her into the United Nations. This simply told account relates a brief history of China and tells the events leading up to the revolution, as well as the developments made under Communism. The old traditions, the customs and religious festivals, and life as it was are described, and the conflicts with the Communist regime are cited. The author points out two courses which America could follow but does not have the answer as to which of these will bring peace to the world.

416. YOUNG FU OF THE UPPER YANGTZE, Elizabeth Foreman Lewis. Ill. by Kurt Wiese. Philadelphia: Winston, 1932. **5–7**

When his father dies, Young Fu and his mother leave the country and come to Chungking where he is apprenticed to Tang, the coppersmith. Young Fu has the curiosity and naïveté of a fourteen-year-old and is fascinated with the city. He seems to lead a charmed life, for he meets Wang, the Scholar, who offers to teach him to read; he saves the home of the foreign lady from fire, gains her friendship, and brings business to Tang; he escapes from soldiers and bandits unharmed; he rescues the Ling family from the flood; and he even solves the problems of his debt for the watch and his bout with the dominoes which were of his own making. But throughout he is learning his craft. Tang relies upon him more and more, until finally Fu's apprenticeship is ended, and Tang keeps him on as a journeyman, then adopts him as his son.

417. LI LUN, LAD OF COURAGE, Carolyn Treffinger. Ill. by Kurt Wiese. New York: Abingdon, 1947. **5–7**

Ten-year-old Li Lun is afraid of the sea, and his father is angry when he refuses to go on the man-making fishing trip for boys. His mother says her grandfather was a lover of the soil, and suggests that Li Lun be given some tasks on land. So he is given seven grains of rice and told to plant them on the top of Lao Shan, the highest mountain. Li Lun gets advice on planting, then goes to the mountain taking with him some soil, two gourd dippers for water, two bamboo poles, food, and some ground dragon bones for "fear in the heart." The rest of the story tells of the fate of each grain of rice, and only one survives to bear rice heads, but they contain 99 grains. Li Lun brings his rice for a temple ceremony, and the priest summons the people to tell them of the greatness of Li Lun. From then on the people of the island not only fish but also grow rice with Li Lun to teach them. This is a beautifully written, sensitive story.

418. THE HOUSE OF SIXTY FATHERS, Meindert DeJong. Pictures by Maurice Sendak. New York: Harper, 1956. **5–8**

Tien Pao, a little Chinese boy, is separated from his family during one of the Japanese invasions when their sampan comes loose and drifts down the river into Japanese territory. His struggles to return to family and safety with his pet pig, Glory of the Republic, include helping rescue an American airman, obtaining help from several Chinese guerrillas, and finally being adopted by the men of the Sixteenth Bombardment Squadron—his sixty fathers—because he helped Lieutenant Hamsun escape. But it is the Lieutenant who finally helps Tien Pao find his father and mother again after he has almost given up hope. Some of the horrors of the war—hunger, fear, brutality—are included in a matter-of-fact way.

419. Made in China: The Story of China's Expression, Cornelia Spencer. Ill. by Kurt Wiese. Foreword by Lin Yutang. New York: Knopf, 1952. 7–9

Each chapter takes one aspect of Chinese "expression" and shows how it has evolved over the centuries. Woven into the text are legends, philosophy and beliefs, and the people who have contributed to China's culture. In the Foreword, Lin Yutang says that the author has presented "always the things made in the light of the human spirit that created them. . . . The result is shockingly uncommercial." (p. viii) Included among the things "made in China" are pottery, silk, and lacquer; architecture, medicine, and books; art, literature, and drama; tea, soya, and bamboo. In the last chapter, "China Speaks," the author looks to the future when China will again find her true self.

420. Big Tiger and Christian, Fritz Muhlenweg. Ill. by Rafaello Busoni. New York: Pantheon, 1952. 7–9

This story describes the many adventures of Christian (Compass Mountain), a little American boy born in Peking, and Big Tiger, his Chinese friend. It all starts when they climb into an open railroad car to fly their kites, and the troop train starts. From then on the two boys get involved in the Chinese civil wars and journey through Mongolia to Urumchi in Sinkiang. They meet robbers, bandits, and a lama, and carry a special message for General Wu, but eventually get back to Peking with all their presents. This book contains a wealth of information about the customs and traditions of the Mongol tribes, the Gobi Desert, the robber bands, and problems of transportation and politics of this relatively unknown area. Since the book is nearly 600 pages long, only the superior readers will tackle it unless the teacher reads enough of it aloud to stimulate interest. A good map of the area aids greatly in following the adventures of these engaging heroes.

Japan and Korea

421. Noriko, Girl of Japan, Dominique Darbois. Ill. with photographs by the author. Chicago: Follett, 1964. (Children of the World Books) 3–4

This picture book describes the daily life of Noriko, a modern Japanese girl, showing a combination of the old and the new. Noriko goes to a co-educational school wearing the Western style sailor-dress uniform, but comes home to put on her *kimono* and *tabi* (socks) and learn traditional dances and how to play musical instruments. She changes to modern dress to do her homework. The next day she arranges the heirloom dolls in *Tokonoma*, the honored place, for it is the girls' festival day. In celebration of the day, she and her friends have a party that includes a simple tea ceremony. Then they play cards, go to see the doll exhibits in the town, and attend a No play. On the way out, they see a *Kabuki* dummy advertising this type of classical play, and the book closes with the ending of Noriko's day.

422. Let's Visit Japan, John C. Caldwell. Ill. with photographs. New York: Day, 1959. **4–6**

This overview of Japan contains a brief description of the country itself, of its history, and its problems today. Japan's first people were the Ainus, then came the Malayans and Polynesians, and later Korean and Chinese influences. The power of the feudal lords and the closed doors of Japan came to an end with Commodore Perry's visit in 1853. The industrial and military rise, followed by wars with Russia, China, and the United States, and the subsequent occupation and Peace Treaty are told. The last part of the book reports changes and progress since 1945, emphasizing the democratization of the government, the rebuilding of the war-torn cities, the educational developments, mechanization of farming, and the expansion of industry.

423. Japan in Story and Picture, Lily Edelman. Foreword by Roma Gans. Ill. with photographs. New York: Harcourt, 1953. **4–6**

This pleasant picture of how Japanese children live today includes their homes, schools, cities, farms, festivals, and holidays. Throughout are excellent pictures showing modern Japan at work and at play. At the end of the book is a section entitled "A Few Things You Can Do" that suggests what children can do to promote understanding—learn a few Japanese words, count up to ten, make a Japanese exhibit, sing a Japanese song, or play a Japanese game. Some of the problems of the changing culture are implied, but the total portrays a happy, busy people.

424. The Big Wave, Pearl Buck. Ill. with prints by Hiroshige and Hokusai. New York: Day, 1947. **5–7**

The big wave comes and Jiya's family is swept away with the fishing village on the beach, but he is safe because he climbed the hillside to Kino's farm. Jiya is sad, but Kino's father says he must learn to live again. The Old Gentleman in the castle wants to make Jiya his son, but Jiya decides to stay with Kino and his family. He learns to be a farmer, but when new houses go up on the beach again, he is restless. Kino's father pays him wages, he buys a boat, marries Setsu, Kino's sister, and goes back to live on the beach as his ancestors had done. The farming and fishing of Japan are interwoven into this beautifully told tale that also conveys a simple philosophy of life.

425. The Key to Tokyo, Walter J. Sheldon. Ill. Philadelphia: Lippincott, 1962. (Keys to the Cities Series) **5–7**

The founding of the city by Otos Dokan in A.D. 1457 and its expansion to the present are told briefly, but with a background of the rich history of Japan. The contrast between the old and the new is seen as a typical young "salaryman" is followed from his office to his home. Besides a brief look at several shrines and tourist attractions in Tokyo, a few others within an easy distance from the city are included. The country's level of literacy, the highest in the world, is even more impressive when the difficulty of the language is explained. The latter part of the book includes a look at contemporary music and other changes that are modernizing Japan and that eventually will require their own Japanese flavor. The book has an index.

426. Mountains in the Sea: Japan's Crowded Islands. Kathryn Gallant. Ill. with photographs; maps and drawings by Walter Galli. New York: Coward, 1957. (A Challenge Book) **5–7**

The influence of the mountains, the land, and the climate of Japan upon the crops that can be raised is pointed out, as well as the attempts being made to improve the production. The fishing, silk, and steel industries, and the farming experiments in Kiyosato Village are described, and the relation of imports versus exports is discussed. The problems that arise from too many people on too little land are clearly evident, but the book presents an optimistic outlook for the future.

427. Made in Japan, Cornelia Spencer. Ill. by Richard Powers and with photographs. New York: Knopf, 1963. **6–8**

With a thread of history running throughout as a background, the author describes the Japanese houses and temples, porcelain and lacquer work, sculpture, basketry, and gardens. She tells of the tea ceremony, the painting of scrolls, ink painting and woodcuts by masters like Hokusai and Hiroshige. Literature, especially the various poetic forms and the *Noh* and *Kabuki* plays, and music are also included, and there is brief mention of toys and festivals. The place of the artistic in all Japanese life is shown, and their appreciation of simplicity, space, and contemplation is reflected in their art. The information and interpretation presented here should help in understanding the people of this country, and the bibliography and index should be useful in using this book.

428. Getting To Know Korea, Regina Tor. Ill. by the author. New York: Coward, 1953. **3–5**

This simple text and colorful illustrations tell first of the country, with its hills and rivers, then of the people, the crops, the homes, and the havoc caused by war. The markets, the preparation of food, their clothes, and their customs, including the *Hwanggap* feast, are described. The life of the Korean children is compared to that of American culture, and the book ends with a description of the seaport town of Pusan and a bit of the history. This attractive book serves as a good introduction to the country.

429. Blue in the Seed, Kim Yong Ik. Ill. by Arthur Marokvia. Boston: Little, 1964. **4–6**

Fatherless Chun Bok, like his mother, has blue eyes amidst all the dark-eyed Koreans. She had explained to him that it was "blue in the seed," but that did not keep him from hating to be called "Fish Eye." When they move to another village where he can go to school, he resists it and does not want to make friends, but gets into all sorts of difficulty—he spends the money children give him for shoes to buy dark glasses to hide his blue eyes; he has his ox shod with the money his mother gives him for his desk and chair at school; he lets the school pigs and chickens loose, then runs away. His ox wins a competition, but it is not until the children come to his aid when the poisonous snake bites him that he finally capitulates and decides to return to school. For after all, his blue eyes are lucky.

430. Let's Visit Korea, John C. Caldwell and Elsie F. Caldwell. Ill. with photographs. New York: Day, 1959. **5–7**

Many American soldiers have come to know Korea well. This book tells the history of a people whose country forms the bridge between China and Japan. During the period of the Three Kingdoms, the people built an observatory, an ice house, and many beautiful temples. Later dynasties also produced beautiful pottery, the Korean alphabet, and learned books. The story of modern Korea is one of strife, and the events leading to present division of the country are explained. The reconstruction in South Korea following the truce of 1953 is described, and the book includes a pictorial and written account of life in a typical home, on a farm, and in a city. There is a short list of references and an index.

Pacific Islands

431. Pedro's Coconut Skates, Esther Wood. Ill. by the author. New York: Longmans, 1938. **3–5**

Eight-year-old Pedro lived with his grandmother in the Señor's house in Manila in the Philippines. He used his coconut skates (halves) to polish the floors in the Señor's house, but he also had a curiosity that got him into difficulty with the firecrackers, with the garden hose on Uncle Manuel's caraboo, and with the victrola record. When he visits Uncle Manuel, the children go to the haunted house and find Magellan the monkey there. They return the monkey to the Señor, and Pedro asks if he can have the haunted house as a reward beacuse he wants to fix it up for his grandmother, who has always wanted a house of her own. Everyone in the village helps; at Christmas, his grandmother is presented with the house, and Pedro replaces the victrola record he had broken.

432. Getting To Know the Philippines, Regina Tor. Ill. by Haris Petie. New York: Coward, 1958. **4–6**

By following the activities of the Romero family, a glimpse into the Philippines of today is obtained. They live in a village, and the father is a farmer and a fisherman. They celebrate Christmas, Easter, Independence day, December 31, and have fiestas. The children must go to school through the fourth grade, and two courses are offered in the intermediate grades; one is general academic and the other agriculture. The rest of the book describes the products, trade, the modern city of Manila, and shows how the climate affects vegetation, clothing, and work. The book ends with a description of their government. A page of historical facts, an index, and a bibliography are appended.

433. The Picture Story of the Philippines, Hester O'Neill. Pictures by Ursula Koering. New York: McKay, 1948. **4–6**

Like other books in this series, this one gives a concise picture of life in the country and city. The school and play of the children, their homes and food, the markets and products, the cities of Manila and Cebu, river traffic, and the festivals comprise the contents. Some of the dances are described and pictured, and a generally optimistic air pervades the total.

434. CALL IT COURAGE, Armstrong Sperry. Ill. by the author. New York: Macmillan, 1949. **5–7**

Mafatu, the son of the Great Chief of Hikueru in the Polynesians, is afraid of the sea. In order to prove his courage, he heads out to sea in his boat with only his dog for company. A storm comes up, and he is dashed upon an island, which he learns is the sacred grounds of the "eaters-of-men." He manages to survive, kills a boa and makes a necklace, puts together a boat, and kills an octopus with his hand-made knife. The eaters-of-men return, see him and give chase, but his boat outsails their paddled canoes, and he returns to his own island where he is welcomed by his father as a courageous son.

435. PACIFIC ISLANDS SPEAKING, Armstrong Sperry. Maps and drawings by the author. New York: Macmillan, 1955. **6–8**

Starting with the Diomedes and Aleutians, the author works his way southward in clockwise direction, island-hopping to Hawaii, Polynesia, Australia and New Zealand, Melanesia, Indonesia, Micronesia, and the Philippines. For each group of islands, he gives a brief geographical description, a sketch of their history, and their contemporary situation. Throughout this beautifully written account the strategic location of these islands for the defense of the United States is emphasized. And the famous battles of World War II, those steppingstones to Japan, are chronicled—New Guinea, Guadalcanal, the Battle of the Coral Sea, Tarawa and Makin in the Gilbert Islands, Kwajalein in the Marshalls, Truk in the Carolines, and Corregidor and Leyte in the Philippines.

436. THE SOUTH SEA SHILLING, VOYAGES OF CAPTAIN COOK, R.N., Eric Swensen. Ill. by Charles Michael Daugherty. New York: Viking, 1952. **7–9**

This biography of Captain Cook begins when he is eighteen and is helping in a grocery and haberdashery shop, but actually is spending most of his time at the docks. He finally signs up as an apprentice to Mr. Walker and goes to sea in a coastal collier in 1746. Later he joins the Navy and is master of the *Pembroke* during the French and Indian Wars. He is made captain of the *Endeavour* and sent on a scientific expedition to Tahiti to observe the path of Venus. He explores New Zealand and the South Pacific before returning to England. He makes later voyages on the *Resolution*, exploring the Pacific Islands and North American coast as far north as Alaska. But on his return to Hawaii, he is killed by the natives. There is much nautical terminology that adds to the difficulty of this book, but the story is vivid in its detail.

AUSTRALIA AND NEW ZEALAND

437. THE FAMILY CONSPIRACY, Joan Phipson. Ill. by Margaret Horder. New York: Harcourt, 1964. **5–6**

Four of the Barker children secretly set out to earn a hundred pounds for their mother's needed operation. Belinda sews nightgowns for the baby shop and buys a lottery ticket; Robbie sets rabbit snares in order to sell the skins; Edward acts as a drover and sells a dog; and Linda cares for children. But each of their projects has its difficulties, and in the completion, each of them grows up a bit. The story is set in Australia and uses such terms as "billy," "tucker," and "pound" (money) that may need explaining. The way this isolated family realistically faces drought, illness, work and schooling gives a picture of the life on an Australian sheep station. The book won the Book of the Year Prize in Australia.

438. THE LAND AND PEOPLE OF AUSTRALIA, G. O. and J. F. Cairns. With four plates in color, twelve photographs, and a map. New York: Macmillan, n.d. (Made and printed in Great Britain by Morrison and Gibb Limited, London and Edinburgh.) **5–7**

This factual report treats the geography, history, and people of Australia, and tells how the country has evolved from the days of the convict settlements to the present day. Separate chapters are devoted to the animals and birds, the cattle industry, the sheep stations, farming, and mining. The last chapter describes the Australians at leisure—the arts, their sports, and the famous Melbourne Cup horse race. The appendix contains information on government, population, and products. A bibliography and an index are also included.

439. BOOMER: THE LIFE OF A KANGAROO, Denis Clark. Ill. by C. Gifford Ambler. New York: Viking, 1955. **6–8**

The struggle for survival of a male kangaroo, Boomer, in the Australian bush country is vividly told and includes information not only of the ways of these animals, but of the aborigines and white men as well. Though Boomer was only as large as the "top joint of a man's little finger" when he was born, he eventually grew to a height of seven feet. Not only did he conquer the king and take the "mob" for himself, but he also was instrumental in bringing the scoundrel Scanlan to justice. The story contains several Australian words, and the conversation is colloquial.

440. THE LAND AND PEOPLE OF NEW ZEALAND, Edna Mason Kaula. Philadelphia: Lippincott, 1964. (Portraits of the Nations Series) **5–7**

This overview of New Zealand begins with a description of the land and people today, pointing out the great variety of latitude and terrain that includes geysers, glaciers, fjords, forests, grassland, beaches, and hot springs. The history of the country, from its settlement by the Maoris about 1350, its discovery by Tasman in 1642, and rediscovery by Cook in 1769 until its emergence as a self-governing federation in 1852, is one of difficulty with the colonization companies and the Maoris. By the twentieth century, peaceful agreements had been made, and the country began to take its place among the nations of the world. Its men have gained fame as soldiers, sportsmen, scientists and writers, and today the country watches world markets to insure its economic security. The book has an index.

THE ANTARCTIC

441. THE FIRST BOOK OF THE ANTARCTIC, Joseph Bryan Icenhower. Pictures by Rus Anderson. New York: Watts, 1956. **4–6**

This factual book, written by a member of the 1946-47 U.S. Navy's Antarctic Expedition, gives information about the location, terrain, weather, and animals of the continent. The importance of the area for weather information, for scientific studies of the earth, the ice, and the birds and animals, and for the location of mineral deposits is emphasized. The early explorations of Palmer, Amundsen, and Scott are described briefly, but there is a more detailed account of the modern expeditions—the icebreakers, the clothing and shelter, ways of traveling, and problems caused by the extreme cold. The last section discusses the question, "Who owns Antarctica?" and the author points out the need for an international agreement. The illustrations convey the bleakness of the area, and the text is interestingly written.

442. THE CONQUEST OF THE NORTH AND SOUTH POLES: ADVENTURES OF THE PEARY AND BYRD EXPEDITIONS, Russell Owen. Ill. by Lynd Ward. New York: Random, 1952. (A Landmark Book) **5–7**

This Landmark Book is divided into two parts. The first tells of the many expeditions taken by Robert Peary, first to Nicaragua, then two trips to Greenland, where on the second trip in 1893 his daughter Marie was born, and finally his many attempts to reach the North Pole from different locations, with ultimate success on April 6, 1909. The second part describes the Antarctic explorations of Richard E. Byrd. The careful preparations that resulted in camp "Little America," and his successful flight over the South Pole are described. The last chapter tells of others on the expedition, including Paul Siple, the Boy Scout, and the author, who as a reporter for *The New York Times* won a Pulitzer Prize for his stories.

443. CAPTAIN COOK EXPLORES THE SOUTH SEAS, Armstrong Sperry. Ill. by the author. New York: Random, 1955. (A Landmark Book) **5–8**

This exciting well-told account of the explorations of James Cook, son of a farmer in Great Ayton, Yorkshire, begins with his apprenticeship to a grocer. But the grocer was harsh, and the sea beckoned. So James ran away, and after receiving his father's consent, went to sea in merchant ships. He studied and mastered navigation, cartography, and scientific observation. He joined the Royal Navy in 1755 as an able seaman, but was awarded a Lieutenant's Commission after his work in charting the St. Lawrence and being selected to head the scientific expedition to the South Seas. His second expedition penetrated South to 67° 15′ and resulted in a captaincy. His brutal death by the natives of the Hawaiian Islands ended his search for the Northwest Passage, but his careful work in map-making survives to this day.

444. THE LONG WHITE ROAD: ERNEST SHACKLETON'S ANTARCTIC ADVENTURES, Marvin H. Albert. Ill. by Patricia Windrow. New York: McKay, 1957. **6–8**

The great personal qualities possessed by Ernest Shackleton are clearly evident in this account of his Antarctic experiences. His first trip with Capt. Robert Scott in 1901 showed his perseverance, but it was on the three expeditions he led himself that his superb leadership came to the fore. His first expedition in the *Nimrod* missed its ultimate goal of the South Pole by 97 geographical miles. The second and most spectacular expedition included the loss of his ice-bound ship, the *Endurance*, and his 800-mile sea voyage in an open boat followed by a treacherous climb over mountainous terrain on South Georgia to bring help to his men left behind in the Antarctic. His third voyage in the *Quest* was brought to an abrupt end by his death from a heart attack.

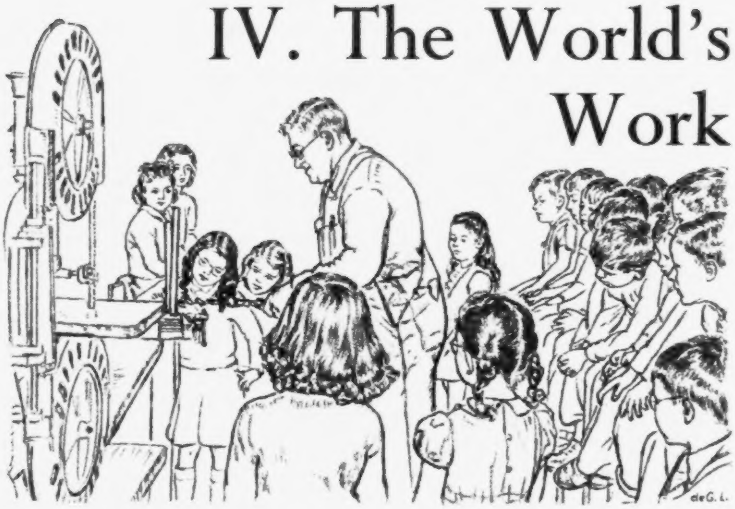
445. Ice Island: The Story of Antarctica, R. Frank, Jr. Ill. with photographs. New York: Crowell, 1957. **6–8**

The history of exploration of Antarctica is interestingly and vividly told from the first planned expedition under Captain James Cook in 1772 to the ambitious explorations planned in connection with the 1957-58 International Geophysical Year. The dramatic land trips of Amundsen, Scott, Mawson, Shackleton, Ellsworth and Kenyon and the explorations of Byrd, primarily by air, are included in chronological order to present an unfolding picture of the terrain and resources of the seventh continent. The book is difficult reading, but worthwhile for those who can cope with it.

446. Roald Amundsen: A Saga of the Polar Seas, J. Alvin Kugelmass. Ill. with photographs. New York: Messner, 1955. **7–9**

From the time he was a boy, Roald Amundsen, had one goal—to explore the poles. He conditioned himself physically to withstand cold and short rations and made a trip over the mountains on skiis. As first mate on the *Belgica* during an Antarctic expedition, he learned again the need for careful preparation. In his own ship the *Gjoa*, he found the Northwest Passage. He bought Nansen's *Fram* and intended to find the North Pole, but Perry got there first. So Amundsen secretly prepared for the South Pole, then cabled Scott, the Englishman who was on his way there, that he was coming too. The race for the Pole was on, but Amundsen's careful preparations paid off, and he reached the South Pole first. His later explorations, in the *Maud* were not particularly successful, but with Lincoln Ellsworth he flew over the North Pole in the airship *Norge*. It was on a hunt to locate Nobile that he lost his life.

IV. The World's Work



Among the concepts in social studies that children in the elementary school need to acquire is an appreciation for work and the dignity of labor, both mental and physical. The many kinds of work required to make our country strong and to help it progress offer opportunities for people with varied talents.

This part of the bibliography dealing with the work of the world has been divided into four main sections, with subheadings as follows: Government—the federal government, and community service; Industry—machines and inventions, construction, farming, manufacturing, mining, and undersea diving; Transportation—land, sea, and air; and Communication—general, mail, telephone, and television. The categories have been defined arbitrarily, and the question of what to include or exclude, particularly in those areas closely related to science, has been answered by attempting to draw a line between the scientific and social emphasis of a book. Where there are few in a field, such as telephone and television, some of the books explaining the scientific basis along with the communicative aspects have been included.

Throughout this part, only illustrative biographies have been mentioned, and books about men like Clinton, Faraday, Fulton, Marconi, Whitney, and others should be added. Part III will give you hints regarding the series to check for information about scientists and inventors.

Some fictionalized accounts have been listed where books contain enough information about the job or machine to make it worthwhile, or where the theme is that of building or working, such as in Little Toot or Who Built the Bridge?

In addition to series already mentioned in previous parts, there are two series for young children that deal with people and agencies usually considered in making a community study:

I Want To Be Series (Childrens Press) which gives simple stories about the work involved in being a postman, teacher, carpenter, policeman, ballet dancer, and others. (K-2)

Let's Go to the– or Let's Take a Trip to the–Series (Putnam) involves community agencies like the hospital, weather station, fire station, bakery, city hall, newspaper, and so on. (2-4)

Both of these are suitable for primary grades, though some of the second series will be useful in higher grades as well.

The increasing interest and experimentation in space travel indicate that it will not be too long before people may actually be traveling to the moon for their vacations.

The following books are only a sample of what is available, but these should show children the varied jobs and many opportunities open to people in our country, and perhaps some book will strike a special spark of interest that will grow into a life's vocation.

GOVERNMENT

The Federal Government

447. The First Book of the Constitution, Richard B. Morris. Pictures by Leonard Everett Fisher. New York: Watts, 1958. **5–7**

Events leading up to the forming of the Constitution and the problems of drafting it are included in this book. The need for a central government was recognized by young Alexander Hamilton even before the American Revolution was over, but events like Shay's Rebellion after the war showed the need even more. The Annapolis Convention, which met in 1786, called for a convention in Philadelphia in May 1787. This Convention, composed of able leaders with George Washington as presiding officer, argued the problems of a Constitution and settled them by compromises like the Connecticut Compromise, that gave the House representation by population and the Senate equal representation by large and small states. Lesser problems were the terms of office, the election of the President, and the checks and balances. The fight for ratification was greatest in Virginia and New York, but when New Hampshire was the ninth state to ratify, both Virginia and New York also followed. The rest of the book points out the strong features and gives a simplified version of the Constitution and twenty-two amendments.

448. I am An American, Olive Woolley Burt. Ill. New York: Day, 1964. **2–6**

Various aspects of the American heritage are explained in text and pictures—the flag, the national anthem, the creed, and the legal system. Brief descriptions of the geography and the growth and development of the country, including the sequence of the admission of the fifty states, and a paragraph about each president and other great Americans like Franklin, Patrick Henry, Penn, Clara Barton and Dr. Jonas E. Salk comprise the remainder of the book. The author's feeling of pride in her country shows throughout as she tells the story in the first person.

449. BEING AN AMERICAN CAN BE FUN, Muro Leaf. Ill. by the author. Philadelphia: Lippincott, 1964. **1–4**

Being an American means that everyone should know something about our government, and so the author gives a brief introduction on how our government was established. There he takes "life"—food, clothing, and homes—"liberty," and "the pursuit of happiness" and explains their meanings in terms understandable to young children. Then he tells them what they can do about it now. Although meant for younger children, there is food for thought for the upper elementary school child.

450. THROUGH THESE ARCHES, Katherine Milhous. Ill. by the author. Philadelphia: Lippincott, 1964. **5–7**

This is the story of Independence Hall and the Liberty Bell, from the time when the Indians held the land until the present. As the story unfolds, the reader sees the changes as the State House is built where formerly stood first, the Indian Hut and then, a Workman's Cottage. As the State House expands, the tower and steeple are added, and in August, 1752, the bell is hung, only to crack as it was rung from the belfry! After repeated attempts, Pass and Stow finally recast a fine bell, and in 1753 "The American Bell" rang out. Significant events that followed are related in chronological sequence; however, it was not until about 1850 that the old bell was called "The Liberty Bell." By the use of side headings and italicized print, the author moves from past to present in poetic language that is worthy of the subject.

451. KNOW YOUR GOVERNMENT, George E. Ross. Ill. by Seymour Fleishman. Chicago: Rand, 1959. **5–8**

This comprehensive description of the government of the United States includes a background of how the government began, the provisions of the Constitution, and detailed explanations of the work of the legislative, executive, and judicial branches. Each of the executive departments, the various advisory bodies under the executive office of the President, and the division of power are explained. There is a chapter on political parties, and one on national symbols and ideals. The complete text of the American's Creed, the Star Spangled Banner, and the Constitution and Amendments are included, and the last pages give a list of the presidents. Though there is no index, the Contents is detailed enough for easy location. The format and drawings add to the clarity of the presentation.

452. THE SUPREME COURT, Gerald White Johnson. Ill. by Leonard Everett Fisher. New York: Morrow, 1962. **5–8**

This is the second volume of a trilogy about the three branches of our government. With clarity and perspective, the author describes the shaping and development of the Supreme Court of the United States into the "most powerful tribunal in the world." He points out how Justices Marshall and Taney, each in his own way, built up the power and prestige of the court. The Supreme Court can determine what is constitutional and what is legal and customary, but history has shown that it takes a serious risk when it deals with a political issue. Famous cases like *Plessy* vs. *Ferguson*, *Marbury* vs. *Madison*, the Dartmouth College case, the Dred Scott decision, and the 1954 school segregation case are explained relative to their contribution to the power and image of the Supreme Court. At the end of the book is a list of all the justices who have been appointed, with their dates of tenure. The book has an index.

453. You and the Constitution of the United States, Paul Witty and Julilly Kohler. Pictures by Lois Fisher. Chicago: Childrens Press, 1948. **5–up**

The book begins with an essay, "What America Means to Me," written by Graham Finney of Greenwich, Connecticut, when he was a high school senior. In it, he compares America to a streamlined train plunging toward progress and describes those who run the train and those who ride. The middle part of the book describes the making of the Constitution and gives a simplified version of the first seven Articles and the Bill of Rights. The last part contains the full text of The Constitution and twenty-one Amendments. (The twenty-second was not passed until 1951.) The pictures are amusing but clarify the points as well. It is the simplified explanation that will be most helpful to children.

454. Our Federal Government: How It Works. An Introduction to the United States Government, Patricia C. Acheson. Ill. with drawings by Everett Raymond Kinstler. New York: Dodd, 1958. **7–9**

The rather extensive account of the federal government is divided into two parts. Part I deals with the necessity for government, the problems facing the makers of the Constitution, and the provisions of the document with its checks and balances and the three branches. Part II elaborates on the executive branch, describing some of the White House agencies like the National Security Council and the Council of Economic Advisers and the various Departments whose heads form the President's Cabinet. There are sections on the Legislative Branch and the Independent Agencies, and at the end the author shows how the federal government touches each person. Though there is a great deal of detail in this volume, it should be useful for reference purposes.

455. Flags of the U.S.A., David Eggenberger. Ill. New York: Crowell, 1960. **7–9**

This detailed history of United States flags begins during the French and Indian War of 1759 and ends with the present fifty-star flag. Fact and legend about Betsy Ross, John Hulbert, and others regarding the origin of the "Stars and Stripes" are sifted and presented objectively. No one really knows the origin, according to this author, but the present pattern was set by Congress and signed into law by President Monroe on April 4, 1818. From that time until the fiftieth star was added for Hawaii on July 4, 1960, the flag changed with the addition of new states. Each flag is described in turn, and significant historical events of the period are given. The final chapters deal with Flag Day, the Pledge of Allegiance, and the code for using and displaying the flag. An appendix contains a chronological list of "famous firsts," places authorized to fly the flag twenty-four hours a day, and an index.

Community Service

456. AMAZING MR. PELGREW, Miriam Schlein. Ill. by Harvey Weiss. New York: Abelard, 1957. **K–2**

Though Steven is a boy and Mr. Pelgrew a man, they were friends. Steven told him about the things that happened near his home, and Mr. Pelgrew told Steven what he did in the city. One day Mr. Pelgrew had helped a duck get across the street; another day, he helped the traffic move so people could get to market. Steven told how he was going to help his daddy make a scarecrow. One day when Steven and his family went to town he saw Mr. Pelgrew in the middle of the two busiest streets in town and realized then that he was a policeman. That evening Steven went to see Mr. Pelgrew, and they were just as good friends as ever.

457. WHAT DOES A POLICEMAN DO?, Johanna Johnston and Martin Harris. Ill. with photographs. New York: Dodd, 1959. **2–5**

The policeman's job is to uphold the law and protect life. The excellent photographs of New York policemen and the explanatory text show them walking the beat, helping someone who is ill, checking with the precinct house, rescuing people from accidents, patrolling the waterfront, directing traffic from a helicopter or a motorcycle, and patrolling the parks on a horse. The varied jobs include, in addition, the direction of pedestrian traffic, protection against criminals, analysis of materials and fingerprints in the laboratory, location of missing persons, and the prevention of crime through the Police Athletic Leagues. The Personnel Records Unit can find policemen with such varied skills as a Spanish-speaking pigeon fancier or can locate eight policemen exactly six feet three inches tall needed for Queen Elizabeth's escort guard. The book ends with the training given policemen.

458. HERCULES: THE STORY OF AN OLD-FASHIONED FIRE ENGINE, Hardie Gramatky. Ill. by the author. New York: Putnam, 1940. **K–3**

This amusing story tells of a horse-drawn fire engine that ends up in a museum. When the new fire trucks got to the fires first, Hercules was declared obsolete. The horses were sold, but Hokey, Pokey, and Smokey the firemen stayed on. One day there was a general alarm because the City Hall was on fire. When Smokey rang his big brass bell, the horses came running, and Hercules started for the fire. On the way they passed Hose No. 4, Hook and Ladder No. 1, Emergency Truck No. 3, and Chemical No. 2, for all were stuck. Hercules collected men and equipment from them and raced to the fire in time to save the Mayor and the Alderman. Afterwards Hercules was put in the Museum.

459. MIKE'S HOUSE, Julia Lina Sauer. Ill. by Don Freeman. New York: Viking, 1954. **K–2**

To four-year-old Robert (not Bobbie) the public library was Mike's house, because that is where his favorite hero, Mike Mulligan, lived in a book called MIKE MULLIGAN AND HIS STEAM SHOVEL (by Virginia Lee Burton, Houghton, 1939). His mother drops him off near the library for Picture Book Hour, but he gets lost in the snowstorm; so he hunts up a policeman, who takes him to a diner, then calls his parents, but they are not home. Robert is undismayed, because he knows his daddy is working and his mother is parking the car. Finally the waitress says the only building near with big steps and two vases without flowers but filled with sand is the public library. Robert readily agrees and takes the policeman to meet Mike. Pictures and text are equally delightful and wholly realistic.

460. LIBRARIES: A BOOK TO BEGIN ON, Susan Bartlett. Ill. by Gioia Fiammenghi. New York: Holt, 1964. **2–4**

From clay tablets to the modern French bibliotrain, the history of the development of libraries is told. Papyrus rolls, illuminated manuscripts, and printed books are included. A few of the world-famous libraries are mentioned, such as those at Nineveh and Alexandria, the first public library in Rome, university libraries at Oxford, Cambridge, the Sorbonne and Harvard, and those of the Vatican and Mazarin. The amazing illustrations are in keeping with the sprightly air of the book.

461. LET'S GO TO A HOSPITAL, Diana Hammond. Drawn by Marvin Zetlan. New York: Putnam, 1959. **2–4**

What any child who goes to the hospital to have a tonsillectomy will meet is described in this book that starts out, "You are on your way to the hospital for the first time." The details of what to take, how to enter, the way to find your room, the contents of the patient's chart and its importance to doctors and nurses, the different people who work in a hospital, the food, the operating room, visiting hours, and being discharged are all set down. Other parts of the hospital not seen include the laboratory, X-ray department, supply room, laundry, nursery, kitchen, pharmacy, sunroom, and perhaps a power plant. The glossary at the end of the book contains some of the new terminology introduced, and the cheerful pictures and direct approach should help allay the fears of the apprehensive. Other agencies are described in similar books of this series.

462. THE FIRST BOOK OF HOSPITALS, Harold Coy. Ill. with photographs. New York: Watts, 1964. **5–8**

Although the first part of the book includes a few experiences of Mary Jane, who is a Candystriper or junior volunteer, the major portion includes matter-of-fact descriptions of the various hospital departments as Mary Jane wrote them up for a term paper. She describes admission, care, maintenance and supply, laboratories, operating rooms, social service, personnel, and public relations. An extensive bibliography on hospital careers, a glossary, and an index supplement the text.

463. THE STORY OF FLORENCE NIGHTINGALE, Margaret Leighton. Ill. by Corinne B. Dillon. New York: Grosset, 1952. (A Signature Book) **5–7**

Florence Nightingale grew up in an English family that did not expect her to go to work. Even as a child she liked taking care of people and animals. She studied and read about hospitals and finally was allowed to go to work. When the Crimean War broke out, she became the head of a new English hospital and took a group of nurses with her to the Crimea. Her work helped to make the nursing profession a respectable and honored one, and her perseverence toward her goal is well told in this biography. For those who can read on a higher level LONELY CRUSADER: THE LIFE OF FLORENCE NIGHTINGALE, 1820-1910, by Cecil Woodham-Smith (Whittlesey, 1951) is an excellent, detailed account, as is FLORENCE NIGHTINGALE by Jeanette C. Nolan (Messner, 1946).

INDUSTRY

Machines and Inventions

464. THOMAS ALVA EDISON: INVENTOR, Ruth C. Weir. Ill. by Albert Orbaan. New York: Abingdon, 1953. **3–5**

As a young boy, Thomas Edison sold newspapers and fruit on the train, set up a laboratory in the baggage car, and was given lessons in telegraphy because he saved the life of a child. His unusual curiosity and his inability to conform were not always understood by others, but these did lead to his many inventions. The dramatic exhibition of the electric light on New Year's Eve, 1879, when he pushed the switch that lighted hundreds of bulbs in Menlo Park, New Jersey, is told in a manner that conveys some of the wonder and enchantment of that occasion. The book is based on Edison's own accounts.

465. MEN, MICROSCOPES, AND LIVING THINGS, Katherine B. Shippen. Ill. by Anthony Ravielli. New York: Viking, 1955. **6–8**

This book presents a survey of how men's knowledge of living things has expanded through the ages. The quotations from the diaries and writings of scientists, the description of the ways of working, and the solution of problems present an interesting, authentic picture. Included are such men as Vesalius, Harvey, Francis Bacon, Linneaus, Darwin, Huxley, Mendel, and DeVries. The account emphasizes the scientific attitude and indicates there are still unknown areas to be discovered.

466. MACHINES AT WORK, Mary Elting. Ill. by Laszlo Roth. Garden City, N. Y.: Garden City Books, 1953. **3–5**

This picture book shows many kinds of machines and the work they do hoisting, digging, pushing, and other more complex work. Farming machinery used for planting, cultivating, spraying, picking corn, combining, picking cotton and other produce are all pictured and explained. The Rotolacter for milking cows is shown, as are machines used for road building, demolishing, mining, drilling for oil, dredging, and even the calculating machines for thinking! The pictures alone could be used in lower grades.

467. TOOLS IN YOUR LIFE, Irving Adler. Ill. by Ruth Adler. New York: Day, 1956. **5–8**

The development of many kinds of tools and their motive power from early times up to the present is included. The author shows how tools are an extension of man's body and also gives him the ability to do things he could not do alone. The first tools were found; later tools were made and improved by adding handles, grinding instead of chipping edges, and using new materials like bronze or iron. Tools for farming and hunting were developed and animals were domesticated. The improvements in making containers of clay, bricks for homes, and cloth for clothes came about through discovery and invention, and with the replacement of human power first with animal, later with water, electricity, and atomic energy modern machines evolved. Drawbacks to progress are the fear of machines replacing man and the reluctance to part with the familiar. The last chapter discusses automation and the tools of the future. Line drawings clarify the text.

468. MIRACLE IN MOTION: THE STORY OF AMERICA'S INDUSTRY, Katherine B. Shippen. New York: Harper, 1955. **6–9**

The development of American industry—the causes, the people, the result—is clearly outlined and interestingly presented. From tillers of the soil, the colonists branched out to include local crafts like cabinetmaking and silversmithing. The American Revolution started the need for industry, and inventions like Arkwright's textile machinery brought by Slater to America, Eli Whitney's cotton gin, Elias Howe's sewing machine improved by Singer, and Cyrus McCormick's reaper gave it impetus. The ideas of Jefferson and Hamilton, McCormick's introduction of credit to the farmer, Singer's marketing of sewing machines in homes, the concept of responsibility of wealth held by Carnegie and Rockefeller, and the development of the unions in the late 1800's all influenced the American industrial rise. Henry Ford's mass production techniques are now giving way to automation, and the Second Industrial Revolution has begun.

469. THIS IS AUTOMATION, S. Carl Hirsch. Ill. by Anthony Ravielli. New York: Viking, 1964. **6–9**

This story of manufacturing methods shows the contrast between work done by hand with simple tools and that done by machines, sometimes automatically. Developments that have led to the modern factory system include the division of labor, Whitney's invention of interchangeable parts, which was first used for guns and clocks, the assembly line of the motor industry, and the recent applications of automation. The "ABC's" of automation—"Acting," "Bringing," and "Controlling"—and the operation and use of the information machine, the computer, are clearly explained and illustrated. A short bibliography and an index are appended.

470. MACHINES THAT BUILT AMERICA, Roger Burlingame. Not illustrated. New York: Harcourt, 1953. 7–9

This report of inventions, particularly labor-saving devices that helped America grow, begins with the colonial period and continues up to Henry Ford. Included are Eli Whitney and his cotton gin, his division of labor, and his gun with interchangeable parts, McCormick and his reaper, Colt's revolving pistol, Chauncey Jerome and his inexpensive clock, those who made power tools, sewing machines, bicycles, and cameras, and Henry Ford with his automobile and his assembly-line techniques. Though difficult, the book contains interesting, informative accounts of the development of mass production.

Construction

471. MIKE MULLIGAN AND HIS STEAM SHOVEL, Virginia Lee Burton. Ill. by the author. Boston: Houghton, 1939. K–3

Mike Mulligan and his steam shovel Mary Anne dug canals, cut through mountains so railroads could go through, helped make highways and landing fields, and dug cellars. But when new gasoline, electric, and Diesel shovels came along, Mary Anne got no jobs. One day Mike saw an ad and went to Popperville with Mary Anne. He told the selectmen that Mary Anne would dig the cellar for the new town hall in one day. So all the people came to watch and the hole got bigger and bigger until finally it was finished on time. But Mike had forgotten to leave a way out for Mary Anne. A little boy had the answer: Mary Anne stayed in the cellar and became the furnace for the new town hall, and Mike Mulligan became the janitor. The pictures march across the pages and catch the spirit of the story.

472. LET'S LOOK UNDER THE CITY, Herman and Nina Schneider. New York: Scott, 1950. 3–5

A clear but simple explanation of the water system, the sewage disposal system, electric cables, the gas mains, and the telephone lines that lie beneath the city streets and apartments. The cross-sectional drawings aid the clarity of presentation, and the total gives a good picture of the unseen services that make modern living easy.

473. A WORLD FULL OF HOMES, William A. Burns. Pictures by Paula Hutchison. New York: Whittlesey, 1953. 3–6

Many kinds of homes throughout history are interestingly described by the author. He tells of homes made of snow, grass, sod, trees, branches, twigs, leaves, bark, wood, brick, stone, and other materials. Some unusual homes are the Chinese river boats, the Japanese paper-and-wood houses, lighthouses, caravans, and Quonset huts. Longer accounts are given about the homes of the cave dwellers and the lake dwellers. The last chapter describes American homes of today and answers the seven questions posed in the first part of the book. Throughout there is emphasis on the adaptation of people to the materials and requirements of the environment. The book includes directions for making models of several types of houses, and there is an index.

474. ENGINEERS DID IT!, Duane Bradley. Ill. by Anne Marie Jauss. Philadelphia: Lippincott, 1958. **5–7**

Included in this interesting book are accounts of engineering feats through the ages and the tools and machines used to produce them. The pyramid of Cheops, the Hanging Gardens of Babylon for Nebuchadnezzar's queen, the Temple of Diana at Ephesus, Roman aqueducts and roads, Caesar's famous bridge across the Rhine, the flying buttresses of the cathedral at Amiens, the Eddystone lighthouse, the tunnel under the Thames, the laying of the Atlantic Cable by the persistent Cyrus Field, and John Roebling's Brooklyn Bridge are each described with enough detail to show the skill, patience, ingenuity, and faith of the engineers.

Farming

475. WAKE UP, FARM!, Alvin R. Tresselt. Pictures by Roger Duvoisin. New York: Lothrop, 1955. **K–1**

When the rooster crows, the farm animals wake up—the chickens, horse, ducks, pigs, goose, donkey, sheep, pigeons, cat, dog, rabbit, bees, and cows—the farmer takes his milk pails, and at last the little boy wakes up. There are only a few lines of print and those are easy to read. There is another book called WAKE UP, CITY! (1957), telling how the city comes alive in the morning.

476. BROWN COW FARM: A COUNTING BOOK, Dahlov Ipcar. Ill. by the author. Garden City, N. Y.: Doubleday, 1959. **K–1**

This picture counting book tells of the animals on the farm—one horse, two hound dogs, three cats, and so on up to ten cows. Then when Spring comes, so do the baby animals. The horse has one colt, but from there on everything comes by tens: the ten cows each have one calf; so there are ten calves; each hound dog has ten puppies, so there are twenty puppies. And so it goes with the cats, rabbits, pigs, geese, ducks, turkeys, hens, and wild geese. Then on the last two pages are all the animals on the farm, all in order. The stylized pictures in brown, green, black, and white are distinguished.

477. TEN BIG FARMS, Dahlov Ipcar. Ill. by the author. New York: Knopf, 1958. **K–2**

The Jordan family wanted to live in the country, and when Mr. Jordan had saved enough money they decided to drive across the country to see the ten biggest farms they could find. They visited farms that had poultry, fruit, horses, tobacco, cows, beef cattle, pigs, wheat, sheep, and truck (vegetables). Then they had a hard time deciding what kind of farm to buy until they saw a little old run-down farm that had a cow, a horse, a spotted pony, chickens, ducks, a pig, a dog, and a cat, fruit trees and a "For Sale" sign. So they bought the farm and fixed it up to be just right for everyone.

478. THE FARMER AND HIS COWS, Louise Lee Floethe. Ill. by Richard Floethe. New York: Scribner, 1957. **K–2**

The contrast between the old and the new ways of working on the dairy farm are shown in this picture book. Milking cows, caring for the milk, spreading manure and using other fertilizers, preparing the fields, taking care of the hay, cutting the corn and husking it are shown first by the old way, then by the new. Last of all the replacement of the horses with machinery is discussed, but farmers today need to know just as much and farmers still work hard. The parallels between the old and new give a good picture of changes on a modern farm.

479. THE FARMER IN THE DELL, Berta and Elmer Hader. Ill. by the authors. New York: Macmillan, 1931. **K–3**

This picture book follows a farmer and his family of a generation ago through the four seasons of the year. The morning routine of milking and feeding the animals, the spring plowing and planting of the fields, the spraying of the orchards, and the work of the women in caring for the milk and eggs, and sewing for the girls are described and illustrated. In summer the crops are tended, harvested, and sold, the horse gets shod, and the family goes to the circus. In the fall, produce is picked and stored for winter, the family goes to the county fair, celebrates Halloween, and shares their Thanksgiving dinner. And in winter the children go through snowdrifts to school, the farmer cuts ice from the pond, they get ready and celebrate Christmas, and when maple sugar time comes again, spring is near.

Manufacturing

480. BREAD: THE STAFF OF LIFE, Walter Buehr. Ill. by the author. New York: Morrow, 1959. **3–5**

This is the story of how bread came to be and is a combination of fact, incidents, and supposition. At first the cave men probably found wild grain and ate it raw; later someone must have discovered how to make flour, then later learned to cook a paste, and perhaps by accident discovered that leavened bread was even better. Incidents include those of John Bird who tried to cheat his customers, of the Viennese baker who was given a monopoly on *croissants*, and of the way the bread for British Navy and for a Norwegian household was made in quantity. The development of modern bakeries goes back to Oliver Evans, who was born in 1755. The steps involved are explained and illustrated, emphasizing that in bakeries today the work is mechanized.

481. NOTHING TO WEAR BUT CLOTHES, Frank Jupo. Ill. by author. New York: Dutton, 1953. **3–5**

Clothes from bearskins and palm leaves to space suits are included in this report of how our clothes are made and how the styles have developed. The influences of new ideas of weaving grass, flax, wool, silk, and cotton, of the invention of looms, the discovery of vegetable dyes, the adaptation of skins for shoes and cloth for head coverings, and the increase of trade are discussed. Clothing of China, Egypt, Greece, and Italy is described and compared, and the adaptation of the clothing to the environment and the available materials is pointed out. The evolution of collars from ruffs and ties from scarfs is shown, and the change from style to fashion and from hand made to machine made garments is described. The humorous illustrations add to the interest.

482. THE FIRST BOOK OF GLASS, Samuel and Beryl Epstein. Pictures by Bette Davis. New York: Watts, 1955. **3–6**

The many uses of glass from containers to mirrors, building bricks, and microscopes is expertly interwoven into this description of how the making of glass has developed. From the beginning of molded beads and jars, the process changed when it was first discovered that glass could be blown, pressed, or rolled. The great secrecy with which the formulas were kept, the gradual use of stained glass windows for churches, and modern uses of glass for building and for beauty are discussed. Especially helpful is the step-by-step description of how a blown glass pitcher is made, the short glossary, and the index.

483. MEN AT WORK IN NEW ENGLAND, Henry B. Lent. Ill. with photographs. New York: Putnam, 1956. **5–8**

A readable account of the work done by the people of New England. The first chapter gives a brief history of the early development of the industries and the part played by the "Yankee Peddler" in distributing the products. Included among the manufactured products are watches and clocks, hats, shoes, ships, silverware, jewelry, machine tools, guns, churchbells, baseballs, rope, and office machines. Products from the earth include wood pulp, maple syrup, fish, potatoes, and marble. Main locations of the industry but not the specific name, the number of people employed, and sometimes the total cost of operating are given. The wide diversity, the Yankee skill and ingenuity, and the importance of the country are clearly evident. Other books in this series deal with other regions of the United States.

484. FROM TREES TO PAPER: THE STORY OF NEWSPRINT, Henry B. Lent. Ill. with photographs. New York: Macmillan, 1952. **5–8**

The author describes his visits to the forests and the mill as he follows the making of newsprint. In the North Woods of Quebec he visited modern Timber Town, constructed especially for the workers; he learned how the cutting was planned to provide a continual crop of trees; he learned of the fire precautions and system for fighting fires; he went with the bush pilot to a new camp site; he saw roads being built, visited a supply depot, and had a meal in the cookhouse; and he watched the lumberjacks at work felling trees, stacking the logs, and then clearing up the jams as the trees floated down to the mill in the spring. At the mill, he saw the bark removed, the logs being ground and mixed with water to form pulp or chipped and treated with sulphuric acid, then pressed between rollers to make paper. Last of all, he rode on the freighter carrying six thousand tons of paper to New York.

Mining

485. THREE BOYS AND A MINE, Nan Hayden Agle and Ellen Wilson. Ill. by Marian Honigman. New York: Scribner, 1954. **2–4**

This fictionalized account of the work of miners is centered around the triplets, Abercrombie, Benjamin, and Christopher. After their spotted dog John Paul Jones followed the bus to the first transfer point, the boys were forced to take him along with them to visit their Cousin Robbi, a real coal miner, in Bonyville. They learn from Robbi about modern mining methods, and because they helped find their little friend Holly when she was lost, they get a trip into the mine with helmets and all. They dig out three chunks of coal and consider themselves real miners. Though the story is simply told, there is a good bit of information included, and the triplets are always direct and cheerful.

486. UNDERGROUND RICHES: THE STORY OF MINING, Walter Buehr. Ill. by the author. New York: Morrow, 1958. **5–7**

Both metals and non-metallic minerals are mined, as are precious and semi-precious stones. The important metals are listed and their formation is explained. The rest of the book describes early discoveries and uses of metal, the impact of the Industrial Revolution on the demand for metals, and the problems facing mine operators in extracting the metals from the ground and making them usable. Cave-ins, flooding, ventilation, transportation, digging, and loading were the major problems, but eventually each was solved with the help of machinery. The section on "Modern Mining" shows cross-sections of three mines, and special attention is given to the mining of gold, coal, and iron. The illustrations add to the clarity of explanation and there is an index.

Undersea Diving

487. DEEP DOWN UNDER, John J. Floherty. Ill. with photographs. Philadelphia: Lippincott, 1953. **5–7**

Each of the seven chapters in this book contains a report of the different kinds of work done by divers all over the world, told by various people who are involved. Included are diving for pearls, the work of the frogmen in studying underwater life or as members of demolition teams, in assisting in construction, and in diving commercially for salvage or for sunken treasure. Stories of the salvage of the *Normandie* and the *Homer*, and the *Peacock's* salvage of gold are told, and there is a clear explanation of the cause of "bends." This is a good overview of the various jobs of divers in bells, with flippers, and in diving suits.

TRANSPORTATION

General

488. THE WHEELS ROLL OVER, Alfred Olschewski. Ill. by the author. Boston: Little, 1962. **1–3**

Though no one really knows how the wheel was invented, this author-illustrator shows how he thinks it happened and then pictures the developments and improvements in making carts, carriages, bicycles, steam engines, locomotives, automobiles, motorcycles, and airplanes.

489. WHO BUILT THE HIGHWAY?, Norman Bate. Pictures by the author. New York: Scribner, 1953. **K–3**

Big Town and Little Town need to be connected, but who would build the highway? Finally the machines spoke up, and each said what he could do: Bulldozer, Earthmover, Powershovel, Tampers, Grader, Truck, Roller, Subgrader, Roadlayer, and Finishers. All of them worked to show what each could do, and the highway was built. There is a rhythm in the simple prose, and the pictures in one color convey the power of the machines.

490. Who Built the Bridge?, Norman Bate. Pictures by the author. New York: Scribner, 1954. **K–3**

When Big Sleepy, the river, went on a rampage and twisted the hundred-year Old Bridge, people asked who would build a new one. Old Bridge told them to call engineers and machines—cranes, derricks, and pile drivers, pumps, hammers, and bulldozers, boats, barges, and trucks. The machines all came and started to work. Trains, Trucks, and Barges brought materials, Crane and Bulldozer smoothed the land, Pile Driver drove down piles, Crane and Concrete Mixer filled wooden forms, Caissons were put down, the water was pumped out and Caissons were filled with cement. Finally Derricks lifted the last girder in place as Big Sleepy awoke. Then the Old Bridge was repaired for foot traffic. The personification adds to the story, and the excitement of the race with the flood is evident in text and picture. Who Built the Dam? (1958) is similar.

491. America Travels, Alice Dalgliesh. Ill. by Hildegard Woodward. New York: Macmillan, 1933, 1961. **4–6**

The first eight chapters in this book consist of stories of children traveling in different kinds of vehicles. The material is arranged chronologically to present a panorama of the development of transportation in the United States. Included are stage coach (1820), balloon, sailboat (1825), train (1831), canalboat (1840), Conestoga wagon (1852), buggy (1890), and automobile (1902). The second part of the book gives detailed explanations of the operation of the various modes of transportation.

492. Seabird, Holling Clancy Holling. Ill. by the author. Boston: Houghton, 1948. **5–7**

Fourteen-year-old Ezra Brown, ship's boy on a New Bedford whaling vessel, carved a good-luck model of Seabird, the ivory gull that saved the ship. With Ezra, Seabird sees a whale caught and the oil extracted. The Captain teaches Ezra to be a sailor, and later Ezra, his son Nathaniel, and Seabird sail on a clipper ship, cross the Equator, round the Horn, stop at the Sandwich Islands, and the Orient. Nate becomes skipper of a steamboat, and Seabird accompanies him. Nate's son James is interested in engines and when he is grown, designs an oil-burning steam engine. With the birth of his great-grandson Kenneth, Ezra, who is now a hundred years old, decides to celebrate by taking a flight. And so he, Nate, Jim, and Seabird fly in a plane. Through the four generations of this family, the history of sea transportation in the nineteenth century, from sail to airplane, is traced.

493. Tunnels, Marie Halun Bloch. Ill. with ten photographs. Drawings by Nelson Sears. New York: Coward, 1954. **5–7**

This book presents interesting information about tunnels, their uses, and how they are made. Some tunnels are drilled through solid rock, others dug through the silt under rivers. The men who do the work, the rockhogs and the sandhogs, and the machines they use like Brunel's shield, drills, platforms, and locks are described and pictured, and the excitement of the "holing through" is conveyed. The location and type of some of the famous tunnels of the world are included, such as the Lincoln Tube and Moffat Tunnel in the United States and the Simplon and Mont Cenis Tunnels in Switzerland.

494. FAMOUS BRIDGES OF THE WORLD, David Barnard Steinman. Ill. by Kurt Wiese and with photographs. New York: Random, 1953. (A Gateway Book) **5–7**

The author, who is internationally famous as a bridge builder, tells not only of the bridges of the world, but gives a brief history of the uses and types of bridges in the past and detailed descriptions of the most often-used types of construction today—the arch, the truss, the suspension, and the cantilever. For each, he gives the details of construction, cites famous bridges and tells their dimensions, and notes problems or incidents relating to each. Among the twenty-three bridges photographed are the Rialto in Venice, the Brooklyn and George Washington Bridges in New York, the Golden Gate and Bay Bridges in San Francisco, the Firth of Forth Bridge in Scotland, Tower Bridge in London, the Sydney Harbor Bridge in Australia, and the Tacoma Narrows Bridge in Washington State.

Land—Cars

495. A TRIP ON A BUS, Carla Greene. Photographs by Jack Warford. New York: Lantern, 1964. **K–2**

This is a story of a bus trip taken by Candy and Craig Ward and their mother from Los Angeles, California, to Flagstaff, Arizona, to see the Indian Pow Wow that began on July 4th. The pictures and simple text show the planning of the trip, the checking of their baggage, boarding the bus, and a section on how the bus is operated. After crossing the desert and sleeping overnight on the bus, the travelers see the Indian parade and tribal dances and watch the rodeo. After a side trip to the Grand Canyon, the children and their mother take an express bus back to Los Angeles, with a hostess who serves them meals aboard. And at the end of the trip, Dad meets them. The last page gives pronunciations for some of the words included in the book.

496. THE FIRST BOOK OF AUTOMOBILES, Jeanne Bendick. Ill. by the author. New York: Watts, 1955. **3–5**

This overview of automobiles includes the kinds of cars used by families or for sports or racing. How diesel and gasoline engines work and famous cars like the White Steamer of 1900, the 1909 Packard, or the Model T of 1910 are described. Included also are jobs done by taxis, buses, fire engines, ambulances, and trucks, odd cars with skiis, or wheels at the end of pipes, jeeps, and the car at Radio City Music Hall that moves the orchestra while the driver lies prone. Foreign cars like the British Rolls Royce, the German Volkswagen, the English Jaguar and the French Renault are mentioned, and some of the gadgets that can be built in cars are telephones, baskets, and baby bottle warmers. There are sections suggesting games to play while traveling, safety rules for motorists, and directions for building a model car.

497. Crissy at the Wheel, Mildred Lawrence. Ill. by Marvin Bileck. New York: Harcourt, 1952. **4–6**

Although not many people believe the horseless carriage will ever replace horses, Crissy Bingham and her father have faith in the new machine in the years of 1902 and 1903. Mr. Bingham's employer at the carriage works, Mr. Wellfleet, is hard to convince, but he agrees to let Crissy's father sell the cars. Mr. Bingham tries to sell twenty of them by Jubilee time, and with Crissy's help does so. As a result he starts the Bingham Motor Company and sells cars. In the end, even Mr. Wellfleet changes his mind and buys one. The book is a good example of the difficulty of persuading people to try new things.

498. Henry Ford, Engineer, Louise Albright Neyhart. Ill. by Joshua Tolford. Boston: Houghton, 1950. **6–8**

This biography of Henry Ford is divided into five parts. Part I, 1863-1879, tells of his boyhood on the farm and his experimentation and fixing; Part II, 1879-1896, describes his leaving home and going to Detroit to work, but returning to the farm when needed and thus having time to tinker with engines until in 1893 he has a motor vehicle that works; Part III, 1901-1915, includes his car that wins a race and the development of the company that makes Model T's, monoplanes, and Fordson tractors; Part IV, 1915-1941, traces the expansion of his plant, the Model A to replace the Model T, and the establishment of The Edison Institute, Greenfield Village, a hospital, and a trade school; and Part V, 1941-1948, tells how benefits to workers were increased, how the Willow Run Bomber Plant made B-24's during World War II, and how his grandson, Young Henry, began to assume responsibility and took over the reins of the company upon Henry Ford's death in 1947. The expansion of American industry and transportation are illustrated in this biography.

Land—Trucks

499. ABC of Cars and Trucks, Anne Alexander. Ill. by Ninon. New York: Doubleday, 1956. **K–1**

This alphabet book has large colored pictures showing different cars and trucks at work. Included are the bulldozer, cement mixer, dump truck, fire engine, jeep, logger, milk truck, omnibus, Queen's float, tractor, van for the circus, water wagon and X-ray truck. Each picture has enough detail to stimulate conversation, and in many of the scenes there are children involved.

500. Here Come the Trucks, Henry B. Lent. Ill. by Renée George. New York: Macmillan, 1954. **3–5**

Various kinds of trucks and the work each does is described in this book. Some of the trucks are used to deliver produce, mix cement, move furniture, carry milk, deliver milk, haul gasoline, deliver parcels, and transport equipment for light and power companies. There are pick-up trucks, ten-ton dump trucks, a piggy-back trailer for hauling new cars, the wrecker, and the "reefer" or refrigerator truck. The work of the truckers is explained, and there is a graphic description of the obstacle course at the "roadeo," where skillful drivers compete.

501. TRUCKS AT WORK, Mary B. Elting. Ill. by Ursula Koering. Garden City, N. Y.: Garden City Books, 1946. **4–6**

The many kinds of trucks are described in this picture book with diagrams to explain the terminology. The routes for trucks are carefully planned with height and weight limitations considered, and each trucker keeps a log book of his journey. The "reefers" carry perishable foods, and long-haul companies haul miscellaneous cargo, but unless the cargo is packed properly it can be dangerous or ruin the material. Special types of trucks are used for delivery, moving, building, farming, lumbering, delivering oil; for homes, business, or clean-up and fix-up, fire fighting, trolley repair, mining, and many other purposes. The illustrations and text are clear and present interesting information.

502. TRUCKS AND TRUCKING, Walter Buehr. Ill. by the author. New York: Putnam, 1956. **4–6**

From a history of the development of trucking, the author turns to a description of the organization, the equipment, the duties, and the regulations of the trucking business today. The great increase in trucks manufactured started between 1904 and 1909, and by 1951 nearly a million and a half trucks were sold. Long-haul trucks need to observe all state rules, and their drivers can compete in a "roadeo" if they have a year without an accident. In addition to the huge trailer trucks, special trucks for use on farms and ranches, in mines and forests, in construction or oil industries, in transporting food or cleaning streets, and in mechanizing the Armed Services are discussed and illustrated. Pupils will be interested in the checklist to determine the truck's readiness and in the truckers' special vocabulary.

Land—Trains

503. I LIKE TRAINS, Catherine Woolley. Pictures by George Fonesca. New York: Harper, 1965. **K–1**

This simple picture book pictures some of the kinds of trains—freight trains, passenger trains, express and local trains—then a trip is described, showing a roomette, diner, and observation car. The pictures supplement the simple text.

504. WHISTLE FOR THE TRAIN, Golden MacDonald (pseud. for Margaret Wise Brown). Ill. by Leonard Weisgard. New York: Doubleday, 1956. **K–1**

The simple rhymes tell of the black train coming down the track blowing its whistle. A kitten, a dog, a cow, a bunny, a pig, and a car are told to go back till the train has gone. But when the train comes to a bridge, the bridge opens up to let the tugboat through, and this time the train must wait. After the tugboat has passed, the train goes on. A bumblebee, some children, and a mouse all wait, and the train goes on until it disappears. The pictures are sprightly and the text rhythmical and repetitive.

505. Trains at Work, Mary Elting. Ill. by David Lyle Millard. Garden City, N. Y.: Garden City Books, 1947. Revised, 1953. **3–5**

The factual information about the operation of trains is presented through clear pictures and simple text. The various types of railroad cars are described, such as: coal, cattle, refrigerator, oil, passenger, and caboose. The locomotives run by steam and oil are explained, and there is a description of how to run a train and of the work done by various people. The division and signal systems are interpreted, and one chapter tells the history of railroading. The pictures alone carry much information.

506. Railroads Today and Yesterday, Walter Buehr. Ill. by the author. New York: Putnam, 1958. **4–6**

This history of the development of railroads begins with the mine tramways of Europe in 1826 and the Baltimore and Ohio's horse-drawn line of 1830. From there the invention of steam engines and their use in trains, the importance of railroads during the Civil War, the spanning of the continent in 1869 that helped to open the West, and the adoption of Standard Time brought the railroads to their peak at the beginning of the twentieth century. The operation of a railroad, explaining the locomotives, road beds, couplings, brakes and signals, and the men who do the work are each given space, and the last chapter deals with the adoption of newly designed streamlined trains and electronic equipment to increase the speed, safety, and comfort and to reduce the costs so that railroads can continue to play an important part in the country.

507. Perhaps I'll Be a Railroad Man, Ray Bethers. Ill. by the author. New York: Dutton, 1951. **5–7**

The focus of this account is on the work done by the people rather than on the scientific explanation of engines. There is a brief history of railroading, and information about the construction of railroads, the shops and roundhouses for the maintenance of the locomotives, the crews on passenger trains, and the other workers needed to keep the trains rolling. The clear illustrations also contribute to the information.

508. The Building of the First Transcontinental Railroad, Adele Gutman Nathan. Ill. by Edward A. Wilson. New York: Random, 1950. (A Landmark Book) **5–7**

After railroads had been accepted in the East, there began to be talk about extending them to the west coast. For ten years Asa Whitney campaigned, but nothing happened because the stages and the shipbuilders were against it. Then gold was discovered in California in 1848, and in 1853 Congress authorized a survey for a Pacific railroad. The Army laid out five routes, but no more was done. In 1859, Grenville Dodge made surveys for his employers, Farnham and Durham, and chanced one evening to talk with a lawyer. Later when this lawyer, Abraham Lincoln, was President, he recalled Dodge and asked him about the Omaha-California route, for during the Civil War the need for such a railroad became necessary. In California, Crocker, Stanford, Hopkins, and Huntington formed the Central Pacific Railroad and with Chinese labor started from California, while the Union Pacific Railroad started from Omaha. They met at Promontory, Utah, May 10, 1869, and the job was done.

509. DIESEL-ELECTRIC 4030, Henry Billings. Ill. by the author. New York: Viking, 1950. **5–7**

This excellent book on trains begins with a description of the route of the "Pacemaker," an all-coach train of the New York Central Railroad that makes the New York-Chicago run. The next section contains a detailed account of the trip from Harmon to Albany made by the author riding along with the engineman and shows all the signals. The second part of the book explains how Diesels run, and there are many clear, detailed drawings, some showing cross-sectional views, that aid greatly to the explanation. Some of the excitement of railroading is transmitted to the reader by the text and pictures.

Sea—Boats and Ships

510. LITTLE TOOT, Hardie Gramatky. Ill. by the author. New York: Putnam, 1939. **K–3**

Little Toot is a frivolous tugboat in New York harbor. He hated work and spent his time gliding, playing thread-the-needle around the piers, or cutting figure 8's. The other tugs, especially *J. G. McGillicuddy* scolded him for not working. When *Little Toot* decided to help, the ships were rude to him. One day he went out until he heard the ocean, and a storm came up. He saw a liner stuck between two rocks, and signalled an SOS with smoke. Other tugs came to the rescue, but could not get near the liner. So it was *Little Toot*, who could skip from wave to wave, that pulled the liner free and got escorted up the river. The triumph of the reformed little tug is satisfying to the children.

511. THE BOATS ON THE RIVER, Marjorie Flack. Pictures by Jay Hyde Barnum. New York: Viking, 1946. **K–3**

This oversize picture book shows the boats of New York City and what they do. The ferryboat goes across the river, the riverboat goes up and down the river, the ocean liner comes from Europe, the tugboats help the ocean liner or pull barges, the motorboats, sailboats, and rowboats go this way and that, the freightboats bring bananas, the submarine goes under the surface, and when the warship anchors, the sailors go ashore to see the city. Through fog and night the boats stay on the river, for that is where they belong. The beautiful doublespread pictures and the design of text and illustration make this a most attractive as well as informative book.

512. THE CAROL MORAN, Peter Burchard. Ill. by the author. New York: Macmillan, 1958. **1–3**

Chip goes with his grandfather on his last trip on the tug *Carol Moran*. The tug moved some barges and docked the freighter *Rio Rose*. At lunch the men from the tug gave Chip's grandfather a wrist watch. Then the tug pushed the *Queen Mary* into the river all alone, she pulled alongside the big ship and took the docking pilot aboard. As the *Queen Mary* sailed down the river, Chip wished he were sailing on her, but he was glad to be on the *Carol Moran*, too. On the way home, Chip's grandfather is pleased when he says he thinks he will be a tugboat man.

513. DANGER! ICEBERGS AHEAD!, Lynn and Gray Poole. Ill. with maps, diagrams, and photographs. New York: Random, 1961. **3–5**

The slow journey of an iceberg from its "birth" in Greenland to its destruction off the Grand Banks is traced in text and illustration. The *Titanic* disaster and the constant danger to shipping resulted in the formation of the International Ice Patrol, which is supported by sixteen countries. Of the several attempts to destroy icebergs, the dropping of fire bombs has proved most successful, but scientists are still trying to find new ways. Perhaps by using satellites like Tiros I, icebergs moving towards the shipping lanes can be located.

514. THE FIRST BOOK OF SHIPS, Jeanne Bendick. Pictures by the author. New York: Watts, 1959. **3–6**

Ships are defined as seagoing vessels. The discussion is introduced with a description of the various parts of a ship and a glossary of technical terms. How ships are built and their uses for commerce, cargo, fishing, and transportation are explained. A brief history of their development from Viking ships to the *Clermont* and atomic ships is included, and famous ports like London, Hong Kong, and Port Royal are described. Included also are important aids to navigation and famous battles including Salamis, where Greece defeated Persia, Lepanto with the Holy League victorious over the Turks, the defeat of the Spanish Armada, the *Monitor-Merrimac* encounter, and the Battle of Leyte Gulf in World War II. The work of harbor craft is outlined, a few legends are briefly told, and the ships of tomorrow including atomic ships, hydrofoils, and underwater cargo craft are mentioned.

515. SHIPS AT WORK, Mary Elting. Ill. by Manning De V. Lee. Garden City, N. Y.: Garden City Books, 1946, 1953. **4–6**

Life on an Atlantic cargo freighter is described by the activities of Jim, an able bodied seaman, and seagoing terminology is introduced in text and labeled diagrams. Navigation lights, Nathaniel Bowditch's navigation book, and the compass all help in keeping to course. Jobs sailors do aboard ship, both to keep the ship trim and themselves neat are described. Some of the types of ships mentioned throughout the book are canoe, dugout, galley, dhow, outrigger, junk, and Viking ships, and there are sections describing the work of banana boats, whaling vessels, tugs, merchant ships, the liner *United States* and other passenger ships, and fireboats. At the end are a glossary, a page of code flags, and an index.

516. OLD IRONSIDES: THE FIGHTING "CONSTITUTION," Harry Hansen. Ill. by Walter Buehr. New York: Random, 1955. (A Landmark Book) **5–7**

The frigate *Constitution* was launched on September 20, 1797, at Boston and began a distinguished Naval career as a fighting ship, as a peacetime ambassador, and as a national symbol. The part she played in the fights with the Barbary Pirates, and during the War of 1812 where she escaped from seven British ships, defeated the famed *Guerriere*, the *Java*, the *Cyane* and the *Levant* (which was later recaptured by the British) is told with details of the fighting. The way her officers exchanged mail under the nose of the British, the story of how young Sam Dewey sawed off the head of her figurehead Andrew Jackson, how Oliver Wendel Holmes' ironical poem saved her from being scrapped, her trip around the world, her rebuilding in 1930 and her exhibition cruises all along three coasts, her decommissioning in 1934 to be a museum, and her recommissioning in 1940 are all part of her glorious history.

517. ALL ABOUT SAILING THE SEVEN SEAS, Ruth Brindze. Ill. with photographs. New York: Random, 1962. **5–8**

Some of the attraction of the sea is conveyed through this description of the way in which sailors plot a course and follow it in the sea lanes of the world. The navigational aids and the work of the International Ice Patrol, the Coast Guard, and the Weather Bureau to safeguard shipping are described, and stories are told of dramatic rescues at sea, such as those of the *Andrea Doria*, the *Dutch Treat*, and the *African Queen*. The training of merchant seamen and traditions like the ceremony at the crossing of the Equator are also included. Changes already resulting from nuclear power as well as others yet to come are pointed out. The book has an index.

518. THE STORY OF AMERICAN SAILING SHIPS, Charles S. Strong. Ill. by Gordon Grant and H. B. Vestal. New York: Grosset, 1957. **6–9**

This account of sailing ships begins with the record-breaking voyage of the *Flying Cloud* from New York to California in 1851 in 89 days, 21½ hours. However, in 1854 she broke her own record. Colonial shipbuilding and the trade that followed prior to the American Revolution are described, and the famous Naval battles of ships like the *Ranger* and *Bon Homme Richard* under John Paul Jones, the *Constitution* under Isaac Hull and William Bainbridge, and Perry's flagship *Lawrence* are included. Other stories tell of whaling ships, of the packet ships that carried mail, papers, and portable shipments, and of the clipper ships that were famous for speed. During the nineteenth century, the British-American rivalry of their sailing ships culminated in the triumph of the British *Cutty Sark*, but by that time steamships were beginning to take over. The last two chapters describe sailing ships of today and their use for sport.

519. SEARCH AND RESCUE AT SEA, John J. Floherty. Ill. with photographs. Philadelphia: Lippincott, 1953. **7–9**

The rescue of ships in distress primarily by the old Revenue Cutter Service and its successor the U.S. Coast Guard is described in this exciting book. A brief history of the Coast Guard and the rescue work done by the merchant marine and the Moran Towing and Transportation Company are also included. Some of the more exciting episodes concern the 1938 hurricane in New England, the rescue by the cutter *Bibb* of all 62 passengers and seven crew members from the ditched *Bermuda Sky Queen*, the transporting of 254 reindeer from Siberia to Alaska, and the way two girls saved the Scituate Light near Boston during the War of 1812. This is a good addition to books about the sea and the men who work with ships.

Sea—Seaways

520. Through the Locks: Canals Today and Yesterday, Walter Buehr. Ill. by the author. New York: Putnam, 1954. **4–6**

The description of how canals and locks work includes a cross-sectional diagram as well as drawings of various kinds of locks. The rest of the book describes various canals—early canals in China and Europe and American ones like the Erie, the Pennsylvania, and the Chesapeake Canals; modern American canals like the "Soo," the Welland, and the rejuvenated New York Barge Canal; and canals of the world like the Panama, the Suez, and the (then) forthcoming super-canal, the St. Lawrence Seaway. Page 54 gives statistics on length, width, and depth of twenty important modern canals of the world.

521. The First Book of the Panama Canal, Patricia Maloney Markun. Pictures by Lili Réthi. New York: Watts, 1958. **4–6**

Beginning with a step-by-step report of how Captain Jens Nilsen takes the Swedish freighter *Tosca* through the Panama Canal, the book then tells of Columbus and Balboa, of *El Camino Real*—"The Royal Road" used by Spaniards, of the trail used during the California gold rush, of the first train across the Isthmus, and of the unsuccessful French attempt to dig a canal in the 1880's. Not until Colonel William Gorgas made Panama a healthy place and Colonel George W. Goethals of the Army Engineers was put in charge did the Canal become a reality in 1914. Problems of keeping the Canal in operation include provisions for the workers as well as the upkeep and defense of the Canal. The many kinds of ships and their cargoes reflect the changing world situation, and the need for a large canal in the future is evident. Appended are a page of statistics, a short bibliography, and an index.

522. Paddle-to-the-Sea, Holling Clancy Holling. Ill. by the author. Boston: Houghton, 1941. **4–6**

A little Indian boy carved a canoe with a kneeling figure in it and wrote on the bottom, "Please put me back in the water. I am Paddle-to-the Sea." Then he slipped the small canoe into the water of the Nippigon River near Lake Superior and the Paddle Person began his journey down the St. Lawrence, out to the Gulf and the ocean and even to France. As the canoe makes its journey, the geography and history of the area are skillfully woven into the story. The large colored illustrations and the small marginal black and white drawings hold the reader's attention and stimulate further research.

523. The Mighty Soo: Five Hundred Years at Sault Ste. Marie, Clara Ingram Judson. Ill. by Robert Frankenberg. Chicago: Follett, 1955. **5–8**

As the author states in the Foreword, this book is a biography of a square mile, often rightly called "The Miracle Mile," at Sault Ste. Marie, Michigan. It was the men from many lands who dug the canal that started calling it "The Soo," and so it became. The story begins on the shores of Gitchi

Gumi with the Ojibway Indians of the Algonquin Tribe that later became known as the Chippewas. The passing years bring the French—Cartier, Champlain, Brulé, Nicolet, and Marquette—the Irishman John Johnston, who married the Ojibway chief's beautiful daughter, and the British. The area is contested, but finally the United States builds a fort after the War of 1812. The soldiers, however, do not always understand the Indians' ways, and it is Mrs. Johnston who keeps peace. The last part of the book and the most dramatic, perhaps, is the building of the canal and the locks in less than the two years allowed in the contract. Charles T. Harvey was the dynamic leader, and the stories of his foresight and ingenuity in meeting problems is vividly portrayed, especially in smashing the rock shelf and in entertaining the Eastern investors. This is a truly excellent survey not only of the area, but the era as well.

524. St. Lawrence Seaway, Clara Ingram Judson. Ill. with photographs and drawings by Lorence F. Bjorklund. Chicago: Follett, 1959. 5–8

This account of the history and development of the St. Lawrence Seaway is based upon a study of old reports, letters, and documents as well as firsthand observation. The Seaway, from Lake Erie at the Welland Canal to Montreal, has a history going back to the explorations of Cartier in 1534, Marquette and Joliet, Lasalle, and the *voyageurs*. The idea began with Merritt's proposal for a Welland Canal, and the building of canals like the Rideau, the Beauharnois, the Galop, the Erie, the Soo, and the others kept the idea alive. But it was not until 1954 when Congress passed the Wiley-Dondero Act that work could begin. The uniqueness of this two-country waterway is emphasized, and the enormity of the project is shown. The deatils of incidents and conversation help make this a clear presentation that follows the Seaway through to its completion.

525. Soldier Doctor: The Story of William Gorgas, Clara Ingram Judson. Ill. by Robert Doremus. New York: Scribner, 1942. 5–7

This biography of the man who made the Panama Canal Zone a healthful place to live opens in 1865 during the Civil War, when William Gorgas was a boy. His father was a Confederate General, and William wanted to be a soldier. After the war, he went to school in New Orleans but declined to read law there hoping to get into West Point. His father finally swallowed his pride and wrote President Grant for a presidential appointment for William to West Point, but the answer was negative. Then Dr. Eliot told him of the "back door way" of entering the Army via medicine. So William went to Bellevue Medical College in New York City, graduated in 1879, and joined the Army in 1880. He was sent to Texas and purposely got yellow fever. He also met his future wife. He later was stationed in South Dakota, Florida, and Cuba. But most of the book relates to his making Havana and Panama free from yellow fever and malaria. He later went to Rhodesia and then served as Surgeon General of the United States and as a director of the International Health Board. His many honors and a chronology of his life are listed in the back of the book.

526. The Panama Canal, Robert Considine. Ill. by Fritz Kredel. New York: Random, 1951. (A Landmark Book) **6–8**

The importance of a canal across the narrow Isthmus of Panama and the difficulties that beset those who tried are set forth in this account. The futile attempts of the French under De Lesseps, and the final success of the United States after three engineers had worked on it and the disease had been controlled are told in some detail. There are many proper names that add to the reading difficulty, but the information is there for those who are interested.

527. The Erie Canal, Samuel Hopkins Adams. Ill. by Leonard Vosburgh. New York: Random, 1953. (A Landmark Book) **6–8**

The Western Inland Lock Navigation Company built five locks that allowed freight to go up to Cayuga and Seneca Lakes and thence to Ontario. That was fine for Canadian, but not American traffic. So the idea of the Erie Canal was launched, and DeWitt Clinton was the man who saw it through. An Erie Canal Commission was appointed by the New York Legislature, who finally gave its consent in 1817 to raise the six million dollars needed. The problem of workers was solved by the Irish immigrants, and the sections of the canal that were opened as they were completed helped show its usefulness. Illness, breaks, fights among canal boatmen, building locks, and digging through solid rock did not stop the progress, and in 1825 the canal was completed. Subsequent improvements have turned "Clinton's Ditch" into the present-day New York Barge Canal that is a real link between East and West. The author includes references to his Grandfather Adams, whose father was one of the original contractors.

528. Canals, Fon W. Boardman, Jr. Ill. with pictures; maps and drawings by Patricia Secord. New York: Walck, 1959 **6–9**

Canals of the world are described in this interesting, detailed account that opens with a chapter devoted to the Erie Canal. Canals of early days in Egypt, Mesopotamia, and Babylonian and Assyrian empires, Greece, the Roman empire, and China are mentioned. The European canals, from early times to modern, with special attention to those in Britain, in countries bordering the North Sea, and those of Africa (primarily Egypt) and Asia (India and Thailand) are discussed. Other chapters are devoted to the Suez Canal, the Panama Canal, and canals in the United States and Canada. The importance of canals to the opening of the West, and the part they play in the new St. Lawrence Waterway are emphasized. The book contains details of cost, size, number of locks, and people who were responsible for the building so that it is especially useful as a reference. Many pictures are from old cuts, and the drawings are explanatory.

Air

529. The Little Airplane, Lois Lenski. Ill. by the author. New York: Oxford, 1938. **K–2**

Pilot Small takes a trip over the town, does two loops, then has to make a forced landing because his gas line is clogged. He fixes the trouble, then heads back for the airport and to his waiting Little Auto. But into the story are woven the essentials of flying a plane, such as checking the motor, filling up with gas, fastening a safety belt, priming the engine, turning on the switch, releasing the brake, checking the direction of the wind indicator, etc. The page in front has a simple diagram of a plane with parts properly labeled. Other books of a similar nature are THE LITTLE AUTO (1934), THE LITTLE SAIL BOAT (1937), THE LITTLE TRAIN (1940), and THE LITTLE FIRE ENGINE (1946).

530. YOU WILL GO TO THE MOON, Mae and Ira Freeman. Ill. by Robert Patterson. New York: Random, 1959. (A Beginner Book) **K–3**

The simple text, using only 186 different words, describes a space flight to the moon. The operation of the three-stage rocket is clearly told and illustrated, and the stop-off at the doughnut-shaped space station is described. The final lap of the journey in the moon ship, the effect of no gravity, and the landing on the moon are explained. The book ends with the possibility that eventually man may get to Mars. The last two pages contain a glossary of technical terms like "reaction," "inertia," and "centrifugal force." Children will no doubt accept this book more quickly than adults.

531. LET'S GO TO AN AIRPORT, Laura Sootin. Pictures by George Wilde. New York: Putnam, 1957. **2–4**

This straightforward account describes the air terminal with its ticket counters, shops, Rent-a-Car counters, Observation Deck, and restaurant. The preparations necessary to ready the plane for its next flight–remove and load baggage, refuel, take on food, scrub down the plane, and when necessary repair the engine or check it–are described. The work of the Control Tower operators, the Weather Bureau, and the airport maintenance men to help airplanes take off and land safely in all kinds of weather is explained, and fire precautions are mentioned. This is a simple, informative book.

532. THE FIRST BOOK OF AIRPLANES, Jeanne Bendick. Ill. by the author. Revised edition. New York: Watts, 1958. **2–5**

Through clearly written text and simple, accurate drawings, this book gives basic information about airplanes–how the engine operates, what makes an airplane fly, and types of airplanes including turbo and ram jets, rockets, and helicopters. The traffic control system is explained, as is the part played by the Civil Aeronautics Association. This book adds up-to-date information to its previous editions.

533. RIDE ON THE WIND, told by Alice Dalgliesh, from THE SPIRIT OF ST. LOUIS by Charles A. Lindbergh. Pictures by Georges Schreiber. New York: Scribner, 1956. **3–5**

Charles Lindbergh spent his boyhood in Minnesota and in Washington, D. C. where his father was a congressman. There young Charles visited the Smithsonian Institution, the Capitol, and once saw an airplane race a car. He studied engineering at college, went to a school of aviation, barnstormed around the counrty, then joined the Army and graduated at the top of his class. He flew the first mail route between St. Louis and Chicago, then began to work to make his dream come true of flying the Atlantic non-stop. Eventually he persuaded men to put up the money he needed, the plane was built, and he started out with 425 gallons of gas, water to drink plus an extra gallon for emergency, and five sandwiches. Though he could hardly stay awake he flew safely over the Atlantic to a rousing welcome at Le Bourget airdome near Paris. One double-page illustration vividly shows the lone airplane over the ocean.

534. THE WRIGHT BROTHERS, PIONEERS OF AMERICAN AVIATION, Quentin Reynolds. Ill. by Jacob Landau. New York: Random, 1950. (A Landmark Book) 4–6

This story realistically describes the boyhood of these two sons of a minister and of their early inventions and improvements. They think of flying, but in the meantime, the young men get a printing press and put out a paper, then set up a bicycle shop. They read everything they can that will help them, but keep their ideas to themselves so people will not think they are queer. Finally they fly a glider at Kitty Hawk, North Carolina, because the U. S. Weather Bureau recommended the winds they would find there. They put rudders and an engine on the glider, and on December 17, 1903, they fly successfully. Although foreign governments want to buy their plane, they wait until the U. S. Army agrees to sponsor their work. The problems of pioneers in any field are shown, and the story is rather simply, but interestingly told.

535. FLIGHT TODAY AND TOMORROW, Margaret O. Hyde. Ill. by Clifford N. Geary. New York: Whittlesey, 1953. 5–7

Factual information about airplanes and flying is presented in this book through simple direct text and clear drawings. The parts of an airplane, the theory of flight, the use of instruments for flying blind, and the employment of airplanes for defense are included. There is a part on jets and their engines, and a section on the possibilities and problems of space flight. In a field that is rapidly developing, pupils must be cognizant of the dates of the books they are using in order to interpret the text accurately.

536. THE STORY OF AMELIA EARHART, Adele de Leeuw. Ill. by Harry Beckhoff. New York: Grosset, 1955. (A Signature Book) 5–7

This pioneer aviatrix started out to be a doctor, but after her first flight, decided she wanted to learn to fly. In order to earn money for lessons, she worked in a telephone company, and later in Denison House, a settlement in Boston. Her flight across the Atlantic Ocean as the first woman passenger and her simple charm gained her fame in England and on the continent. Upon her return to the United States, she wrote of her experiences and traveled around the country promoting aviation. Among her achievements were the first woman to fly the Atlantic alone, to fly from Honolulu to California, and from Mexico City to Newark. She was given a "flying laboratory" and taught for a while at Purdue University. It was on a trip around the world that her plane went down near Howland Island in the Pacific, and though the search for her lasted sixteen days, no evidence was ever found. This biography of an outstanding woman is well told.

537. Helicopters: How They Work, John Lewellen. Ill. by A. W. Revell. New York: Crowell, 1955. **5–8**

The book begins with a detailed description of a helicopter trip made in thick fog by the author from the roof of the Merchandise Mart in Chicago to the DuPage County Airport near his home. He then explains how helicopters work, compares them to regular airplanes, and describes the various types made by leading companies like Hiller, Bell, Piaseki, Kaman, and Cesna. The history of the "whirlybird" is really that of the struggles and triumphs of Igor Sikorsky, whose original VS-300 is now in the Edison Institute at Dearborn, Michigan. The last chapter of the book tells how helicopters are used for dusting crops, rounding up cattle, patrolling, rescuing people from the water, delivering mail, scouting, and for military purposes. The author predicts that in the future, families will take vacations in their own helicopters.

COMMUNICATION

General

538. Communication: From Cave Writing to Television, Julie Forsyth Batchelor. Ill. by C. D. Batchelor. New York: Harcourt, 1953. **3–6**

Many ways of communication throughout history are described briefly, and a sketch of their development is given. Included are picture writing, alphabets, languages, signals (fire, smoke, burning arrows, lights, drums, bells, flags), messengers like runners, riders, and pigeons. The chapter, "From Stone Tablets to Paper Books" tells of many materials that have been used for writing–stone, clay, wax, papyrus, and parchment. Mail, newspapers, telegrams, and pictures as media and the contributions of inventions like the telephone, wireless, and typewriter are discussed. Communication today via movies, television, recorders, traffic signals, and billboards indicate the various media being used. Included in the book are also many ideas of things to make and do, from clay tablets to a tin can telephone.

539. How Books Are Made, David Coxe Cooke. Ill. New York: Dodd, 1963. **5–9**

Using the book itself as the example, the author follows the making of a book from its idea through to its publication date, which is its official birthday. The stages include the acceptance of the manuscript, the design of the book, the printing by direct or offset process, the proofing and correcting, the making of illustrations (in this case photographs), the design and printing of the book jacket, the printing of the book, folding the sheets into signatures, gathering them, sewing the backs, and finally getting the covers on. Then the jacket is put on, the book is inspected, packed and sent to the stores, libraries, and schools that have ordered the books from the salesmen. The book is then officially "published," and the reader can decide for himself whether or not he likes the result. The brief index appended contains chiefly the technical terms used throughout.

540. Pages, Pictures, and Print: A Book in the Making, Joanna Foster. Ill. by the author. New York: Harcourt, 1958. **6–9**

The author follows a manuscript from the time it has been finally typed until it becomes a book. Included are the details about submitting the manuscript to an editor, what an editor does, how the print is chosen and the illustrations selected. Once the printer has set the material into type, there are galleys to read, and correct, and the illustrations are checked then cast in metal to make photoengravings. A dummy book is prepared by cutting and pasting, the printing plates follow this design, and the book finally goes to press. Then come the folding, stitching and binding, the cover is put on, the print and design are stamped on, and the book is ready to be distributed for review and sale. There is much interesting detail and technical information included.

541. Men Against Distance, John J. Floherty. Ill. with photographs. Philadelphia: Lippincott, 1954. **6–8**

This "Story of Communications" gives an historical overview of the development of various media and contains anecdotes that show the drama behind the facts. Using the coronation of Queen Elizabeth II as an example, the author points out how communications made it possible for Americans to hear the ceremony. The changes from "tomtoms to telegraph" indicate the evolution of message carriers, and Bell's invention of the telephone extended the field further as it came to be accepted by the people. Problems encountered by Cyrus Field in laying the Atlantic Cable, the contributions of Marconi's wireless, and the experiments of John Carty and Frank B. Jewett at the Bell Telephone Laboratories and of David Sarnoff of the Radio Corporation of America are also included. The last chapter gives a look ahead and outlines vocational opportunities in this field.

542. Codes and Ciphers: Secret Writing Through the Ages, John Laffin. Ill. by C. de la Nougerede. New York: Abelard, 1964. **6–9**

According to Laffin, a "code" is a system where a prearranged word can replace several and necessitates the use of a code book to translate the message, whereas a "cipher" is a method of secret writing that uses a planned substitution of letters, characters, or symbols for the regular alphabet. He then proceeds, through examples and anecdotes, to tell of many kinds of codes and ciphers and how they have been used in military and diplomatic circles in the past and present. Included are the Shakespeare-Bacon argument, the St. Cyr and transposition ciphers, symbol codes, and secret writing. An index improves the usefulness of the book.

543. Breaking the Language Barrier: The Challenge of World Communications, Fred West. Ill. with photographs. New York: Coward, 1961. **6–9**

Through a series of true anecdotes, the author emphasizes the need for international communication, not only of spoken language, but of signs and customs. He describes, in general, how languages developed and shows how misinterpretation of similar words can lead to misunderstandings. The work of Ludwick Zamenhof to develop Esperanto, modern language teaching, and the work of human and mechanical translators are included. The chief impact of the book lies in its plea for world understanding. The pronunciation of some foreign words and phrases, a list of sources for international exchange, and an index are added.

544. TELSTAR: COMMUNICATION BREAK-THROUGH BY SATELLITE, Louis Solomon. Ill. with photographs. New York: McGraw-Hill, 1963. **6–9**

The launching of the first communication satellite, Telstar, on July 10, 1962, began a new era in communication, for it made international television possible. The satellite was the culmination of a forty-five million dollar experiment by the Bell System, and the first television picture sent to space and back was that of the American flag. The technical advancements that made this possible are described—the launch vehicles, the towers, the satellite itself, the control system, and the horn antenna with its protecting radome. Two more satellites, Relay and Syncom, soon joined Telstar, and on May 7, 1963, Telstar II was launched. When an umbrella of satellites is put in orbit, there will be uninterrupted, constant, world-wide communication.

545. THE WONDERFUL WORLD OF COMMUNICATION, Lancelot Thomas Hogben. Ill. Garden City, N. Y.: Garden City Books, 1959. **7–9**

This large-sized, well-illustrated book contains an overview of various types of visual and auditory communication. Starting with the cave paintings of prehistoric man, the development of the alphabet is traced, and comparisons are made to show how modern characters evolved and how language families are similar. One chapter is devoted to the changes resulting from the invention of movable type, improved machinery, and color printing. "Magic Lantern to Movie" shows how the telescope, microscope, and camera obscura led to the magic lantern, and how photography, celluloid tape, and color processes resulted in modern moving pictures. Telephones, record players, and television are other methods of communication described. The book ends with a chapter on the importance of international communication and the possibilities of translating machines.

Mail

546. THE ADVENTURES OF A LETTER, G. Warren Schloat, Jr. Ill. with photographs. New York: Scribner, 1949. **1–4**

What happens to the letter that G. Warren Schloat, Jr. in Los Angeles, California, writes to his friend Jack West in White Plains, New York, is told primarily by photographs. About 125 men and women helped in its delivery, and it traveled by truck to the Los Angeles Post Office, by helicopter to the airport, by airplane to New York, by cart to the LaGuardia Post Office, by railroad to White Plains, by Mail Messenger to the Post Office, and by the postman to Jack's home—all in 23½ hours. At each Post Office the sorting of the mail is described and illustrated, and the time is given. The boys in the story are really G. Warren Schloat, III, and Jack West. This book is excellent for its purpose.

547. Bronco Charlie, Rider of the Pony Express, Henry V. Larom. Ill. by Wesley Dennis. New York: Whittlesey, 1951. 2–5

Although Charlie Miller was only "going on twelve," he wanted to be a Pony Express rider. One day when the mail horse comes in without a rider, Charlie is allowed to take the mail from Sacramento to Placerville. It rains, he thinks he sees an Indian, and he swims a swollen creek. But he arrives safely, and the next day he returns to Sacramento with another pouch of mail. As a result, he is sworn in as a regular rider and given a Bible and a big six shooter, even though he was so young. This is a true story, and on his one-hundredth birthday Charlie said that in his whole life he was proudest of all the day he became a Pony Express rider.

548. The Pony Express, Samuel Hopkins Adams. Ill. by Lee J. Ames. New York: Random, 1950. (A Landmark Book) 4–6

This story tells in dramatic detail the organization, the operation, and the problems of the Pony Express. Though it lasted only nineteen months, it left an indelible mark on the history of the West. The first two chapters describe various attempts, including the Butterfield Line on the southern route, to carry mail over the mountains. Following is a detailed account of the planning of the route from St. Joseph, Missouri, to San Francisco, via Ft. Kearney, Ft. Laramie, and Carson City, the establishment of way stations, the equipping of the riders, and a schedule that made it only ten days from Missouri to the Pacific. The factors leading to the decline and ultimate death of "The Pony" are explained in the later chapters, but the book perpetuates some of the excitement that was generated a century ago.

549. Any Mail for Me? 5000 Years of Postal Service, Frank Jupo. Ill. by the author. New York: Dodd, 1964. 4–6

Beginning with word-of-mouth messages and signal fires, the carrying of messages was expedited by the invention of writing. Early letters were sent by horseback over the Persian post roads and the Rome-Paris route. During the Middle Ages, the University Mail service was installed, and "flying" carriers made their rounds on foot. With the development of trade, the Guild Mail proved insufficient and thriving merchants developed their own systems. The Middle East, China, and the Incas had thier systems, too. Relay stations were established, and by the end of the eighteenth century, the mail coach or stage came into use. The sequence was repeated in America, with the Boston Post Road, the mail stages, the Pony Express, the railroads, and the electric telegraph. Inventions like the envelope, picture post card, postage stamp, and the postmark increased the efficiency of handling, and improvements like carrier pick-up and delivery through all kinds of weather, and domestic and international air mail (with rocket mail just around the corner) have resulted in our present dependable service. A topical index aids in using this book.

550. The First Overland Mail, Robert E. Pinkerton. Ill. by Paul Lantz. New York: Random, 1953. (A Landmark Book) 5–7

John Butterfield had faith in stagecoaches, and when he was awarded a government contract in 1857 to operate a twenty-five-day mail service between Missouri and California within a year, most people said it was impossible. This is the story of how he overcame the obstacles of poor roads, desert terrain, unfriendly Indians, and limitations of horses and drivers. His stagecoach experience taught him the importance of careful planning, wayside stations, change of horses and driver, and adequate provisions. In spite of the precarious southern route demanded by Congress, he met the terms, sent through the first mail in twenty-three and a half days and during the tenure of his leadership this Overland Mail, or "The Butterfield Line" as it was usually called, established its reputation, but it has rarely been given the credit it deserves.

Telephone

551. Let's Go to the Telephone Company, Naomi Buchheimer. Ill. by Barbara Corrigan. New York: Putnam, 1958. **3–5**

A trip to the telephone company will show that your telephone works because sound waves are changed to electrical waves, then wires carry the electrical waves to the wires around a magnet in the receiver. The magnet pushes the diaphragm of the receiver and turns the electrical waves back into sound. The way wires are twisted together and strung is explained, and the manually operated switchboard is discussed. How the operators connect calls, keep track of who makes the calls, and the three kinds of dial calls—step-by-step, panel, and crossbar—are included. The glossary, index, and many diagrams will help in using this book.

552. Mr. Bell Invents the Telephone, Katherine B. Shippen. Ill. by Richard Floethe. New York: Random, 1952. (A Landmark Book) **4–6**

Alexander Graham Bell starts out to be a teacher of the deaf in Boston, and it is his interest in hearing that gets him involved in the experiments leading to the telephone. He and his associate, Mr. Watson, continue to experiment in spite of difficulties of money and lack of encouragement by their contemporaries. After the instrument has been completed succssfully, it is the interest shown at the Philadelphia Exposition in 1876 that leads to his invitation to England and an audience with Queen Victoria. But Bell had to cut his English trip short to return and defend his rights to his invention, for there were five who claimed to have invented the telephone. All ends well, however, and Mr. Bell lives to see cross-continental connections by 1915. Although the account is fictionalized, historical details are accurate, and the story is interestingly told.

553. Your Telephone and How It Works, Herman and Nina Schneider. Ill. by Jeanne Bendick. New York: Whittlesey, 1952. **5–8**

Although this book is written in a lucid, easy style, the concepts involving electricity are more complex than the text itself. Basic information about how the telephone works, its adaptations to handy-talkies and walkie-talkies, the use of the telephone in plane-to-ground and ship-to-shore communication, and the way telephones on trains and in automobiles work are other aspects treated in this account.

Television

554. The First Book of Television, Edward Stoddard. Pictures by Laszlo Roth. New York: Watts, 1955. **4–6**

The first two-thirds of this introduction to television explains why the television picture seems to move, how the scanning disk works, what vacuum tubes are and what they can do, how the picture is formed on the picture tube, how the signals are carried to the receiving set, and how the picture can be adjusted. There is a brief section on how color television is sent and received, and the rest of the book describes the way programs are made. The transmission of programs from coast to coast is explained, and the book includes a glossary and an index. The technical material is presented clearly, but will probably be of most interest to boys.

555. Television Works Like This, Jeanne Bendick. Ill. by the author. Third edition. New York: Whittlesey, 1959. **6–8**

This third edition explains first what television is, then presents a glossary of technical terms. What makes the picture is carefully outlined in text and simple diagram, and the behind-the-secenes activity in the studio and control room is described. The various types of productions such as live shows, films, video tape, mobile television, and news and sports programs are discussed. Transmission and reception and the part of the F.C.C. are told, and the complexity of color television is unfolded. Commercial sponsors and pay television, educational and closed-circuit television, and television in other countries also are included. The future looks forward to transmitter satellites, flat wall sets, portable sets operated by batteries, three-dimensional, and room-to-room television.

V. Living Together

ONE of the most important aims of social studies teaching is to help children learn how to live together, both at home and in the world. Understanding of others is predicated upon knowledge, not only the facts about a country, but also the ways people have attempted to iron out difficulties and disagreements without force. The stories of home, school, and community life included in this part of the bibliography have been selected because each sheds light on human relationships in certain situations. Nearly any story of worth shows individual character development and realistic relationships between and among characters. The books chosen here as illustrations point out specific types of problems that occur frequently in different societies and show how solutions have been reached. Some of the conflict situations are the relationship between brothers and sisters, the old versus modern ways or the older generation versus the younger, adaptation to new homes and environments, being a member of a minority group because of race, religion, or national background, and the tensions that develop when customs and traditions of one culture are not understood and appreciated by those of another. These stories show how boys and girls have met and solved problems in these areas. Their answers may be helpful to children who are facing the same kinds of situations.

The problems of human relationships go beyond the local or national community and extend into the world itself. How nations and governments are attempting to solve international problems through the United Nations is also an essential part of our world today, and children should begin early to understand how this organization works and what it does.

This last part of the bibliography has been divided into five sections, each relating to problems of living together peacefully. These are as follows: Living Together At Home—which deals with family relationships and personal adjustment, In The City—which shows how communities develop and work together and describes city life as studied in a community unit, In Our Land—dealing with minority groups, sectional problems, and national feelings, In the World—treating the problems of international cooperation through the United Nations and allied agencies, and Celebrating Holidays—which describes many holidays and festivals in different parts of the world. Stories, poems, and plays suitable for use in connection with a particular holiday season have not been included, for they are more illustrative of the celebration rather than descriptive of its origin. In a few cases, exceptions have been made where the informational material warranted such.

Many more books could be listed in each of these sections, but it is hoped that you will be stimulated to add your own favorites to those mentioned here and that you will find increased pleasure in using children's books to enrich your social studies teaching.

AT HOME

Family and Friends

556. THE THINGS I LIKE, Françoise. Ill. by the author. New York: Scribner, 1960. **K–1**

A little girl names all the things she likes—animals, her cat Minette, Noah who saved the animals in the flood, people, her house, good things to eat, picnics, vacations, books, parties, the circus, Easter, and Christmas. And then she asks, "What do you like?" The simple pictures are an integral part of the book.

557. ONE IS GOOD BUT TWO ARE BETTER, Louis Slobodkin. Ill. by the author. New York: Vanguard, 1956. **K–1**

Although one can have fun, it takes two to teeter-totter, to send letters, to pull a wagon that is heavy, to have more fun swinging, to row a boat, to play store, ball, tag or hide and seek. And when there are more, everyone can have a wonderful day. The book is simple but cogent.

558. A LITTLE OVEN, Eleanor Estes. Ill. by the author. New York: Harcourt, 1955. **K–1**

Helena comes from California and Genevieve from France to live in Connecticut. They play together, chew gum, have picnics, and laugh. Helena's mother thought Helena needed "a little loving and a little hugging," but Helena said "A little 'ovin' and a little 'ugging'." So Genevieve went to her mother to get a "little 'ovin'," but her mother did not understand and took her shopping for a little oven. On Helena's birthday they had a party under the trees and Genevieve's mother saw what a "little 'ovin' " was, and so then Genevieve, too, got what she wanted.

559. PAPA SMALL, Lois Lenski. Ill. by the author. New York: Oxford, 1951. **K–1**

The everyday activities of the Small family described in this simple little picture book include Papa's work, helping at home, fixing the kitchen sink, mowing the lawn, gardening, and reading to the children. Mama Small washes, irons, cooks, and washes dishes, and all of them go shopping, go to church, and go for a ride. The simple but friendly pictures add to the pleasure. Other stories about interesting people are COWBOY SMALL (1949), THE LITTLE FARM (1942), and LET'S PLAY HOUSE (1944).

560. HAVE YOU SEEN MY BROTHER?, Elizabeth Guilfoile. Ill. by Mary Stevens. Chicago: Follett, 1962. (A Follett Beginning-to-Read Book) **K–2**

Andrew asks the milkman, the mailman, the truck driver, the man at the gas station, the bus driver, and the grocer if they have seen his brother who has red hair, freckles, and blue jeans. The grocer tells him to ask the policeman, and a woman directs him to one. The policeman takes Andrew to the police station, and there is his *older* brother Bobby. The neat turn of the story will amuse the young readers.

561. NOBODY LISTENS TO ANDREW, Elizabeth Guilfoile. Ill. by Mary Stevens. Chicago: Follett, 1957. **K–1**

Neither his Mother, his Daddy, Ruthy, Bobby, nor Mr. Neighbor would listen when Andrew tried to tell them there was a bear upstairs on his bed, until he yelled it very loudly. Then Mr. Neighbor called the police, the fire department, the dog catcher, and the zoo, and they all came in a hurry. The dog catcher caught the bear in his net, and the zoo man said he would take him to the zoo. All Daddy said was that next time they would listen to Andrew.

562. A TREE IS NICE, Janice May Udry. Ill. by Marc Simont. New York: Harper, 1956. **K–2**

The trees fill up the sky, stand by the river, make the woods, and give shade in the summer. In the fall, the children can make playhouses of the leaves, play in its limbs, or pick the apples. A swing can hang in a tree and picnics can be held under one. And if you plant a tree you can watch it grow.

563. ONE MORNING IN MAINE, Robert McCloskey. Ill. by the author. New York: Viking, 1952. **K–2**

One morning Sal finds she has a loose tooth and is afraid she cannot go with her daddy to Buck's Harbor. But her mother explained, and after breakfast Sal goes outside to tell everyone about her tooth. She helps her father dig clams, and all of a sudden her tooth is not there. She cannot find it, but does find a gull's feather to wish on. Sal and her sister Jane go with Daddy in the rowboat to Buck's Harbor to get the things Mother wants. They go to the garage and the store and tell everyone about her tooth. But it does not keep her from eating ice cream. Then they all go home to clam chowder for lunch. The pictures are almost more fun than the text.

564. DOWN, DOWN THE MOUNTAIN, Ellis Credle. Ill. by the author. New York: Nelson, 1934. **K–2**

Hetty and Hank lived in a cabin in the Blue Ridge Mountains. They wanted creaky new shoes, but their Pappy said there was no money. Granny suggested they raise turnips to trade for shoes; so they raised the turnips, and when they were ready to sell, put them in a bag on the horse and started down the mountain to town. On the way an old man, an old woman, the lady on the horse, and a man each received a few turnips from the children. When they arrived at the town, there was only one fat lonesome turnip left. Hetty was sad, but they wandered around the town till they came to the County Fair, and there the big turnip won first prize. The bright five dollar gold piece bought the shoes, and they had money left to buy presents for the family—a yellow hat for Pappy, a bright sash for Mammy, and a big red kerchief and a package of needles for Granny.

565. AROUND THE YEAR, Tasha Tudor. Ill. by the author. New York: Oxford, 1957. **K–3**

This charming picture book shows old-fashioned scenes for each month of the year, illustrating the simple rhymed text. The pictures are softly colored and each is enclosed in a frame of branches or flowers.

566. WAIT FOR WILLIAM, Marjorie Flack. Ill. by the author and R. A. Holberg, Boston: Houghton, 1935. **K–2**

Charles and Nancy asked four-year-old William to go with them to Main Street to see the circus parade. On the way they wanted him to walk faster, and when he stopped to tie his shoe they went on ahead. Then William heard music, and the circus parade came by on its way to Main Street. The elephant man saw William and asked if he wanted a ride. So William rode in the parade, and after the parade all the children waited while William tied his other shoe. Then he told them all about it.

567. KID BROTHER, Jerrold Beim. Ill. by Tracy Sugarman. New York: Morrow, 1952. **1–3**

Buzz does not like to have his little brother Frankie tagging along after him and his friends, but his mother insists he take Frankie to school. Frankie is a good rainy-day playmate, but Buzz resents it when Frankie gets a new gun and holster set he needs for his Spring Festival costume. During the Festival performance Buzz was to lead his class in an Indian war dance, but his headdress fell off as he bowed, and it rolled off the stage into the first row of seats. Suddenly a little cowboy with holster and guns ran out from the wings and retrieved the headdress. Buzz was so thankful when he recognized it was Frankie that he felt like hugging him. And after that he let Frankie play with his friends, too.

568. TOUGH ENOUGH, Ruth and Latrobe Carroll. New York: Oxford, 1954. 3–5

Beanie Tatum had a puppy named Tough Enough that everyone loved at first. Then one by one the puppy's actions alienated him from everyone but Beanie. Tough Enough ate the librarian's lunch, barked at the horse so the logs upset, dirtied the clean overalls so they had to be washed again, chewed up a quilt, scattered the fried chicken, got in the way of the children at school, and worried the chickens so Beanie thought he was a chicken-killer. Beanie's father decides to chain him, and on the way to town to get a new chain, Tough Enough warns Beanie and his sister Annie Mae of a flood in time and becomes a hero. All is well again when Beanie's father says it is a hawk that is after the chickens. The pictures are delightful and portray life in the Great Smoky Mountains. TOUGH ENOUGH'S TRIP (1956) and TOUGH ENOUGH AND SASSY (Walck, 1958) are other stories of this same little dog.

569. TIME OF WONDER, Robert McCloskey. Ill. by the author. New York: Viking, 1957. 3–6

Summer is the time of wonder, and the author describes the island scenes in flowing prose and illustrates them in rain, fog, and sun. The children sail, swim, and build castles in the sand. One day the storm comes but they are all ready for it, and the next morning there are only the fallen trees to remind them. At last the summer is over, and they leave until next year.

570. KATIE JOHN, Mary Huiskamp Calhoun. Pictures by Paul Frame. New York: Harper, 1960. 4–6

Katie John Tucker and her family move from California into Great Aunt Emily's house in Missouri so her father can finish writing his book. At first Katie John resents the house, but makes friends with Sue Halsey. They explore the house with its speaking tubes, and dumb waiter, sell lemonade to earn money for the movie "Little Women," find an old bone, and start a club called The Black Hand. By fall Katie John loves the old house and wants to stay. So she figures out how they can do it by taking renters, and her teacher Miss Howell becomes the first tenant after her father relents.

571. GONE-AWAY LAKE, Elizabeth Enright. Ill. by Beth and Joe Krush. New York: Harcourt, 1957. 4–6

Julian Jarmen and his cousin Portia Blake find an inscription in Latin on a rock—"Lapis Philosophorum, Tarquin et Pindar, 15 July 1891." This starts their conjecturing, and soon they discover some abandoned summer houses at the edge of the swampy land that formerly was Lake Tarrigo. They meet Minnehaha Augusta Cheever and her brother Pindar Peregrine Payton, who have retired to their old summer place and are eking out a living. Julian and Portia spend many enchanted hours with their new friends, whom they keep a secret from Portia's brother Foster. One day Foster follows them, gets off the path, and is caught in Gulpher, the quicksand. Pindar rescues him, and the secret is out. Later, Portia and Foster's parents decide to buy Villa Caprice, one of the other old summer houses, and the children are delighted. The story has a whimsical air, and the older people have retained the spirit of play that makes this an unusual story for children.

572. ALL-OF-A-KIND FAMILY, Sydney Taylor. Ill. by Helen John. Chicago: Follett, 1951. **4–6**

The all-of-a-kind family lived on New York's East Side. They got the name all-of-a-kind because there were five girls in the family: Ella (12), Henrietta (10), Sarah (8), Charlotte (6), and Gertie (4). They loved the new library lady, Miss Allen, and they loved to visit Papa's junk shop. When Sarah lost a library book, she repaid the cost by installments. When all but Henry got scarlet fever, Charlie, a young Gentile friend of Papa's, brought toys for them and tried to help. It turned out that Miss Allen had run away when Charlie's family disapproved of their engagement, but the all-of-a-kind family was instrumental in reuniting them. There are good descriptions of the celebration of Jewish festivals—the Sabbath, Purim, Seder, and Succos—and the Fourth of July with Charlie's fireworks. And in the end Papa got his first son.

573. ONION JOHN, Joseph Krumgold. Ill. by Symeon Shimin. New York: Crowell, 1959. **6–9**

It is during a Little League ball game that Andy first pays much attention to Onion John, who lives alone in a house on Hessian Hill and does odd jobs around the town. Onion John has a peculiar speech that Andy suddenly realizes he can understand. From then on, the friendship grows between them. Andy and his friend Eechee Ries help Onion John make rain with his superstitions and they get involved in a lengthy Halloween party. When Andy's father and the Rotary Club decide to make a new house for Onion John as their project, wheels hum and Onion John tries to please. But he does not understand electricity and burns his house down. Andy decides to run away with Onion John for his father wants him to be an engineer when all Andy wants is to stay in his father's hardware business. When Onion John spoils the plan by ringing the doorbell at midnight, the trip is off. But Andy begins to grow up, rejects some of Onion John's ideas, and gains a new relationship with his father.

574. ISLAND OF THE BLUE DOLPHINS, Scott O'Dell. Boston: Houghton, 1960. **6–9**

A lone Indian girl, Karana, spends eighteen years (from 1835 to 1853) on the island of San Nicolas, about seventy-five miles off the coast of California, before she is finally brought to the Santa Barbara Mission. The thread of her story is true, and the author has recreated her experiences from the few known facts. When the ship removed the Indians of Ghalas-at, Karana's little brother is inadvertently left on shore, so she jumps into the sea and swims back. Karana and her brother wait in vain for the ship to return, and one day the wild dogs kill the brother. Karana is left to fight the wild dogs, watch for the enemy Aleut hunters, and try to survive. She builds a shelter, wounds the leader of the wild dogs, then nurses and tames him, and makes pets of an otter and some birds. She fashions a canoe and explores the inlets and meets the Aleut girl who has accompanied the hunters. But it is her acceptance of reality and her courage that stand out.

Personal Problems of Adjustment

575. Rosa-Too-Little, Sue Felt. New York: Doubelday, 1950. **K–2**

Rosa Maldonado wanted very much to take out books from the library the way her sister Margarita did, but she was always told she was too little to join. So Rosa looked at the picture books while Margarita went to Story Hour. Rosa was too little to jump rope and to roller skate. One day her mother let her go to the library alone, but she had no books and no card. Then Rosa and her mother made a secret, and during the summer Rosa worked on the plan. By fall when school started she got to join the library because she could write her name and she was very happy not to be too little any more.

576. Crow Boy, Taro Yashima. Ill. by the author. New York: Viking, 1955. **K–3**

Chibi was shy in school and could not make friends with the children. So they left him alone. Because he found things to watch, the children thought he was stupid. It was not until the class was in the sixth grade that the teacher found out Chibi knew where the flowers and plants grew. At the talent show, Chibi imitated the voices of crows newly hatched, the mother's voice and the father's. The children were sorry they had treated him so badly, and he became known as "Crow Boy." The sensitive story and the charming illustrations make this a lovely picture book. Another story about Mr. Yashima's childhood is The Village Tree (1953) that tells how the children played at the tree.

577. The Smallest Boy in the Class, Jerrold Beim. Ill. by Meg Wohlberg. New York: Morrow, 1949. **1–3**

Jim was the tiniest boy in the class but he made the most noise. They called him Tiny, and when he told anything, or drew pictures they were always big. One day when the class went to visit the goat farm, a kid ate Priscilla's lunch. Sandy and Louise would not share their lunches, but Tiny gave Priscilla a sandwich and a cookie. Miss Smith said that was big of him and that he must have the largest heart of all. The children remembered this, and sometimes Tiny did too. Although he still drew big pictures and made a lot of noise, he no longer minded so much waiting to grow tall.

578. Judy's Journey, Lois Lenski. Ill. by the author. Philadelphia: Lippincott, 1947. **4–6**

The Drummond family is one of the many migrant families that follow the crops from Florida to New Jersey. Judy Drummond wishes she could stay long enough in one place to go to school, for she would like to learn. The problems of migrant families are vividly described and the colloquialisms of speech add to an already starkly realistic story.

579. Blue Willow, Doris Gates. Ill. by Paul Lantz. New York: Viking, 1940. **4–6**

Janey Larkin's family migrates with the crops, and her greatest desire is to be able to stay in one place "as long as they want to" instead of "as long as they can." The willow plate symbolizes for her the life they once had, and though it is her dearest possession, she is willing to part with it in order to stay a bit longer. It is when she goes for one last look at her plate that the villiany of the foreman is disclosed, and her father is given a new job that allows them to say as long as they wish. The story is vividly told, and Janey's worries are very real.

580. The Light at Tern Rock, Julia L. Sauer. Ill. by Georges Schreiber. New York: Viking, 1951. **4–6**

Mrs. Morse, the widow of a lighthouse keeper, and her nephew Ronnie tend the light so Mr. Flagg can visit his niece. He does not return, and Ronnie and his Aunt Marthy are marooned there for Christmas. They find a letter from Mr. Flagg that says he deliberately did not intend to return, and they decide to celebrate. How they make a real Christmas from what they find in the lighthouse is ingenious and interesting. Children should gain some appreciation of the importance of the light and of the loneliness of the keepers.

581. Stepsister Sally, Helen Fern Daringer. Ill. by Garrett Price. New York: Harcourt, 1952. **5–7**

Sally Brown had been living with Gran in a small town, but when her father remarried, she went to live with him. She was anxious to meet her new family. Three-year-old Robert and Donald, a high school senior, accept her almost at once. Dorothy, who is twelve and a year older than Sally, will not be friendly even though her new mother tries to help. It is not until Sally is hurt when she participates in a field day at school that Dorothy really shows she has come to love and appreciate her new sister.

582. A Place for Peter, Elizabeth Yates. New York: Coward, 1962. **6–8**

When Peter's mother has to go take care of her younger brother at his farm, it gives Peter a chance to shoulder his share of the farm responsibility and to prove to his father that he is dependable. He makes the maple syrup with Benj's help; he clears a path over the mountain for their cow; he gets bitten by a rattlesnake but takes care of it himself in a harrowing experience, and in the meantime grows up a little. His mother returns, and his father accepts him. This picture of farm work through the changing seasons reflects a genuine love of the country.

583. Farm Boy, Douglas Gorsline. Ill. by the author. New York: Viking, 1950. **7–9**

Johnny Warner had difficulty in school and was sent by his parents to his great-uncle Gene's dairy farm in western New York State. Johnny felt as if he had no place where he belonged, but at the farm, Anderson the manager helped him learn the skills he needed. Gradually Johnny assumed responsibility and took pleasure in his new found self-discipline. He even came to the point where he was willing to assume responsibility for Blackie, a boy who had escaped from the work farm. The change in Johnny's outlook and feeling about himself shows some of the problems of growing up.

Manners

584. The Thank-You Book, Françoise. Ill. by the author. New York: Scribner, 1947. **K–2**

The little girl thanks everyone who makes life pleasant for her—the rooster, hen, the sun, flowers, the tree, the cow, the donkey, the cat, the little rabbit, Santa Claus, the house, the dog, the sheep, school, animals, and God. The simple, colorful drawings and the brief text make this suitable for the very young.

585. Thank You, You're Welcome, Louis Slobodkin. Ill. by the author. New York: Vanguard, 1957. **K–2**

The verse and humorous pictures combine to show the situations in which Jimmy said, "Thank you." He said it at school, to his sister, to Grandma, to the cat, the mailman, and the policeman. But he was sad for he wanted to say, "You're welcome," the way everyone said it to him. His mother told him he could when he was kind to someone and they said "Thank you," to him. So he said it to his sister, his father, to Grandma, the cat, the mailman, and the policeman because he did something kind for each and they said, "Thank you," to him.

586. Manners Can Be Fun, Munro Leaf. Ill. by the author. Revised edition. Philadelphia: Lippincott, 1958. **K–3**

With humorous cartoon-like drawings and a minimum of text the author tells how to meet people, how to start the day right, and how to share playthings. He describes people who do not play right as pigs, a whiney, the noiseys, a "me first," smash, rip, or ruin, the toucheys or the snoopers. He advocates kindness to animals, good table manners, covering yawns, and going straight to bed.

587. Manners To Grow on: A How-To-Do Book for Boys and Girls, Tina Lee. Pictures by Manning Lee. New York: Doubleday, 1955. **4–6**

After an introduction that points out how manners vary in different parts of the world, the author gives simple explanations of the proper behavior in situations involving children. Included are how to make introductions, treat friends, be a good sport, conduct pleasant conversation, behave at home, entertain guests, accept gifts and invitations, write courtesy notes, give a party, answer the door or telephone, have good table manners, and how to act in public places, such as school, Sunday school, movies, and on various forms of transportation. There is a quiz at the end, and an index. There are many marginal drawings, and each topic is introduced with red print.

IN THE CITY

588. How People Live in the Big City, Muriel Stanek and Barbara Johnson. Ill. by John Hawkinson and with photographs. Chicago: Benefic, 1964. **K–2**

This simply written account of life in the big city points out contrasts in the homes, old and new, big and little, in the neighborhoods, clean and dirty, and in families, large and small. The various kinds of work people do, the ways they have fun, and the many schools they go to are described in brief. The book ends with the services given by community helpers.

589. ALL AROUND THE TOWN, Phyllis McGinley. Ill. by Helen Stone. Philadelphia: Lippincott, 1948. **K–2**

This alphabet book in rhyme tells of city sights. Some of these are the buses, fire trucks, the Good Humor man, the organ grinder, the policeman, restaurants, subways, the vendor, excavations, and the zoo. The pictures are striking and the verse light.

590. COME TO THE CITY, Grace Paull. Ill. by the author. New York: Abelard, 1959. **K–3**

When children come to the city—New York City is pictured—they see the big railroad station, tall buildings, and people hurrying. They live in a hotel, eat lunch at the automat, go to the top of the tallest building, ride the subways and the ferry and go up into the Statue of Liberty. They can ride underneath the river in a tunnel or over the river on a bridge. They can see the airport, stores, the United Nations building, gardens, cathedrals, libraries, and museums. They can go to concerts in the park, ride on a carrousel, watch the sailboats in the park, give popcorn to the pigeons, or ride on a camel. The detailed pictures complement the text and catch the spirit that is New York.

591. THE LITTLE HOUSE, Virginia Lee Burton. Ill. by the author. Boston: Houghton, 1942. **K–3**

The little house stood on the hill and watched day and night and the seasons follow each other. Then a road was built, cars went by, and soon a city grew up around the little house. The elevated trains and subways were built to carry people to work. Then one day the great-great-granddaughter of the owner saw the house. So the house was moved out into the country and put on a little hill where again she could watch the days and seasons pass.

592. THE SATURDAYS, Elizabeth Enright. Ill. by the author. New York: Rinehart, 1941. **4–6**

The four motherless Melendy children, Randy, Mona, Rush and Oliver, live in New York City with their father and a housekeeper, Cuffy. The children decide to pool their allowances in order to have enough money to do what they wish on Saturday. Randy goes to the art show and meets Mrs. Oliphant; Rush goes to the opera and finds a dog; Mona gets her hair cut and her nails done at a beauty parlor; and six-year-old Oliver goes to the circus at Madison Square Garden and gets a ride home on a policeman's horse. THE MELENDY FAMILY (1947) includes this book and two others, THEN THERE WERE FIVE (1944) and THE FOUR-STORY MISTAKE (1942). In another book SPIDERWEB FOR Two (1951) the Melendys solve the puzzle of the mysterious letters.

593. IT'S LIKE THIS, CAT, Emily Neville. Pictures by Emil Weiss. New York: Harper, 1963. **6–9**

This is the story of fourteen-year-old Dave Mitchell and his stray tomcat, named Cat. Cat leads to Dave's meeting and helping an older boy, Tom, who is having difficulty with the police, but with the help of Dave's lawyer father and a sympathetic florist, Tom is eventually rehabilitated and decides to marry. Dave enjoys the teen-age delights of New York City–Coney Island, the Fulton Fish Market, the Bronx Zoo. He comes to the rescue of Mary, the girl he had first met at Coney Island and again in a record shop, when she is stranded at Macy's with no money. In his growing up, Dave also comes to have a better appreciation of his parents, particularly his father. The story is told in the first person in a breezy, modern style.

594. THE SNOWY DAY, Ezra Jack Keats. Ill. by the author. New York: Viking, 1962. **K–2**

The snow has come in the night; so after breakfast, Peter puts on his snowsuit and goes outdoors. He makes different tracks in the snow, shakes snow off the tree, makes a snowman and some angels. He slides down a bank, then makes a firm, round, snowball and put it in his pocket for tomorrow. Just before he gets into bed that night, he looks in his pocket for the snowball, but the pocket is empty. The next morning, he and his friend from across the hall go out in the snow together. Only the pictures show that Peter is a little Negro boy.

IN OUR LAND

The Negro

595. TWO IS A TEAM, Lorraine and Jerrold Beim. Ill. by Ernest Crichlow. New York: Harcourt, 1945. **K–3**

Paul and Ted start to make a coaster, then get into a quarrel; so each makes his own. When they compare coasters, they decide to have a race to see which is better. As they race down the hill they make a woman drop her groceries and break a bottle of milk; they break a girl's doll and make a man lose his dog's leash. To pay for the damage, they make a wagon from the remaining parts of their coasters and together deliver groceries. That Ted is negro and Paul is white is not mentioned in the text, only shown in the pictures. The moral of cooperation is clear to the children.

596. BRIGHT APRIL, Marguerite De Angeli. Ill. by the author. Garden City, N. Y.: Doubleday, 1946. **3–5**

April Bright is a little Negro girl in the Germantown section of Philadelphia. Her father is a mailman, her brother Tom loves his drumsticks, her sister Chris is going to be a nurse, and big brother Ken is in the Army. April had never met prejudice until she found out (one day at a Brownie meeting) that maybe she could not be the boss of a big store. Her mother tried to comfort her and told her she should learn so well and be so pleasant she would make a place for herself wherever she went. At the Brownie camp, Phyllis did not want to sit near her, but during a storm that night, Phyllis became frightened and crawled into bed with April. The next day they part as friends. The book also includes several other outdoor activities of the Brownies. The soft pictures in black and white and color add to the sensitive treatment of the story.

597. MELINDY'S MEDAL, Georgene Faulkner and John Becker. Ill. by Elton C. Fax. New York: Messner, 1945. 3–5

Melindy, a little eight-year-old Negro girl, her grandmother, and her father, who played saxophone with the Black Diamond Troupe in a night club, move from their basement home to an apartment in the Federal Housing Project. Granny tells her about her great-grandfather who won a medal for bravery in the Civil War, her grandfather who won one in the Spanish-American War, and of her father's winning a medal during World War I. Melindy worries because she is a girl and wonders how she can carry on the family tradition. One day when she does not feel well, she stays in her room at school when others go to the auditorium. She sees smoke coming through the cracks in the coatroom, dashes into the auditorium, and plays the marching song on the piano. The children file out for fire drill, and Melindy gets The Carnegie Medal for bravery.

598. THE STORY OF THE NEGRO, Arna Bontemps. Ill. by Raymond Lufkin. New York: Knopf, 1958. Jane Addams Children's Book Award, International League for Peace and Freedom. 3–7

In this history of the Negro in America, the author traces the development of slavery and the struggle of his people to rise above their bondage. The contributions of Negroes to many aspects of life are recorded, including well-known persons like Marian Anderson, Ralph Bunche, Paul Lawrence Dunbar, George Washington Carver, Booker T. Washington, W. E. Burghardt DuBois, and Jackie Robinson, as well as many others perhaps less familiar to the general reader. The material is presented objectively and directly, and a chronology at the end of the book includes events relating to the Negro and comparable dates in world history.

National Groups

599. NILS, Ingri and Edgar Parin D'Aulaire. Ill. by the authors. New York: Doubleday, 1948. 1–4

Nils was going to be a cowboy when he grew up, and he loved to play cowboy already. One day his grandmother in Norway sent him some long wool stockings with black and white roses and stars all over them. Next day he worn them to school, and Gloria admired them, but when some boys said he was a sissy, he started to fight. He would not wear his stockings again until one cold day he put them on and wore his long jeans over them. The other boys were all cold, but Nils showed them why he was so nice and warm. And this time no one teased him. The problems of children who wear different clothing is handled well in this story.

600. JUANITA, Leo Politi. Ill. by the author. New York: Scribner, 1948. 2–4

Juanita is the four-year-old daughter of Antonio and Maria Gonzalez who have a shop on Olvera Street in Los Angeles. For her birthday, Juanita gets a beautiful new pink dress and a dove. On the day before Easter Sunday, Juanita with her dove joined the procession to the Old Mission

Church, where the Blessing of the Animals would be made by the padre. Music for a Mexican birthday song, "La Paloma," and a lullaby are included in the book, and the colorful pictures add to the beauty and interpretation.

601. THE HUNDRED DRESSES, Eleanor Estes. Ill. by Louis Slobodkin. New York: Harcourt, 1944. 3–5

Wanda Petronski wears the same faded blue dress to school every day, and when the children tease her, she says she has a hundred dresses at home. When the drawing contest is held, Wanda wins it with her pictures of the hundred dresses, but by the time the announcement is made, she has moved to the city where many people have funny names. Peggy and Maddie are sorry they teased her and write a letter telling her that she had won the contest. Wanda replies to the class and says the two girls can have certain drawings. They find the girls in the drawings really look like them, and they decide maybe Wanda liked them after all. But Maddie's conscience will not let her quite believe that now all is well.

602. THE GOLDEN NAME DAY, Jennie Dorothea Lindquist. Pictures by Garth Williams. New York: Harper, 1955. 3–5

Nine-year-old Nancy comes to live with the people she calls Grandpa and Grandma Benson, although she is not related to them, while her mother is in the hospital. On the day she arrives, Grandma is having her name day party, because that is the day her first name, Albertina, appeared in the Swedish Almanac. The Bensons' grandchildren, Elsa, Sigrid, and Helga Carlson, look through the Almanac but there is no day for Nancy, for that is not a Swedish name. Throughout the round of activities such as picnics, parties, going to the farm with Aunt Martha, papering her bedroom with yellow roses, and making friends with Alex, a crippled boy, everyone tries to figure out how Nancy can get a name day. Finally, a new Polish neighbor, Wanda, has a name day too, and since Nancy's middle name is Wanda that makes her happy. But Grandpa has another solution. He finds a blank in the calendar for January 1, so all the Bensons and Carlsons promise to write Nancy's name in their Almanacs every year. This shows a pleasant, homey situation of growing up a generation or two ago. THE LITTLE SILVER HOUSE (1959) is a sequel.

603. WILLY WONG, AMERICAN, Vanya Oakes. Ill. by Weda Yap. New York: Messner, 1951. 4–6

Willy Wong is a little American boy who lives in Chinatown, San Francisco. Each day Willy goes to public school, and from there to a Chinese school. When he tells his family he wants to quit Chinese school, his grandfather objects; so he continues. Because his ball knocked down the laundry line and his father had to pay the laundryman, Willy must spend four Saturdays at his grandfather's shop, The White Cloud Pagoda. He makes a miniature scene for the window and gains his grandfather's praise and a trip to the ship *China Queen*. When there is a United Nations contest at school, Willy decides to make a model of the bamboo bridge like the one Chinese workmen helped build for the first transcontinental railroad in the late 1860's. His sister Jasmine helps him, and he wins second prize for the fifth grade. Grandfather Wong is proud and gives him a celebration party at the Rice Bowl restaurant. The pull of two cultures is clearly shown in this interesting story.

604. CANDITA'S CHOICE, Mina Lewiton. Pictures by Howard Simon. New York: Harper, 1959. **4–6**

Candita Rivera is eleven years old when her family leaves Mayaguez, Puerto Rico, on an airplane for New York City. She goes to school and is put in a class to learn English, but she decides she will not speak it until she can do it as well as her teacher, Miss Singer, whom she likes very much. She makes friends with Linda at school and little Jorge at home. When she has an attack of appendicitis and is taken to the hospital, she suddenly starts speaking English because the nurse's aide, Jeanie Garnett cannot understand Spanish. Candita's real father, Renaldo, had been summoned from Puerto Rico, and when Candita gets well they plan to return there together. But she really does not want to go, and when Jeanie's father offers Renaldo work at the museum, Candita is happy. This shows a good picture of learning to adjust to a new way of living.

605. TOR AND AZOR, Maude Crowley. Pictures by Veronica Reed. New York: Walck, 1955. **5–7**

When Tor Vang, an orphan, comes to Marblehead from Norway to spend a year with his aunt and uncle, he is homesick until he meets Azor, who has a blue-eyed cow, Clara. Azor warns Tor not to trade with Badnews Brown, but Tor trades his knife for a piece of ambergris that Badnews does not recognize. Tor's aunt sells it for $54, and Tor gains the respect of Badnews. When winter comes, Tor teaches the boys to ski and jump, and he prepares for Christmas by getting presents, making the tree decorations, giving the animals their Christmas portion, and putting out a sheaf for the birds—all Norwegian customs. The climax comes when he learns his Uncle Hans, Cousin Chris, the housemaid, and he will live together in the house on the harbor he has named "Norway House." The book is humorous and Tor's English is a literal translation from the Norwegian, giving a flavor of the old country. Other books about Azor are AZOR (1948), AZOR AND THE HADDOCK (1949), and AZOR AND THE BLUE-EYED COW (1951).

606. THE WOODEN LOCKET, Alice Alison Lide and Margaret Alison Johansen. Ill. by Corydon Bell. New York: Viking, 1953. **5–7**

Jan and Tilka are the children of a Polish DP family that make a new home in the swamp lands of Alabama. Jan adopts himself rather easily and works with transplanting the plants and ferns he finds in the swamp. He also plants some of the Polish flax seeds that were glued to the wooden locket as a part of the design. But Tilka is still afraid of noises and needs time to adjust. Jan's interest in plants is noticed and encouraged by a botanist who says that perhaps Jan will grow up to be a really great botanist. How gradually Tilka is accepted, too, creates a satisfying ending.

607. CITY NEIGHBOR, THE STORY OF JANE ADDAMS, Clara Ingram Judson. Ill. by Ralph Ray. New York: Scribner, 1951. **5–7**

This interesting account of the life of a pioneer social worker begins with her childhood and the struggle with her family for permission to go to college. Even as a child she had been interested in the underprivileged, and after her experiences at Toynbee Hall in London, she started Hull House in Chicago. How she finally made this settlement house a magnet for culture, friendliness, and help, how she influenced the city to improve the area, and how Hull House became internationally famous are all told. In the back of the book are lists of her own books, the awards and honors given her, and the internationally famous visitors over the years. The careful research behind this biography is evident, and the sources used are given.

608. THE GREEN GINGER JAR, Clara Ingram Judson. Ill. by Paul Brown. Boston: Houghton, 1949. **6–8**

Ai-mei (Amy at school) and her brother Lu Chen are born in Chicago, but their parents are Chinese. The grandmother wants the children to hold on to the old ways, but Ai-mei wants to cut and curl her hair and Lu wants to be a doctor in Chicago's Chinatown where they live. In a spurt of Chinese hospitality, Ai-mei gives Joanna the grandmother's green ginger jar, then finds out it is valuable and could help pay for Lu's medical training. Lu saves a wounded dog and a pigeon, helps start a boys' club, and rescues his two younger brothers from the caved-in tunnel. At last Joanna returns the green ginger jar, and the grandmother puts hot water into it and brings out the ruby that her father had put into the porcelain for safe keeping. Thus Lu's education is assured.

IN THE WORLD

609. SEE AND SAY: A PICTURE BOOK IN FOUR LANGUAGES, Antonio Frasconi. Woodcuts by the author. New York: Harcourt, 1955. **1–3**

This picture dictionary in four languages uses black print for English, blue for Italian, red for French, and green for Spanish. The objects are familiar ones—chickens, the sun, a suitcase, a tree, bridge, egg, house, sheep, ants, a chair, cow, elephant, book, and so on. The last two pages have phrases from the four languages. This is an interesting introduction to other languages and shows the similarity of some words.

610. A FRIEND IS "AMIE," Charlotte Steiner. Ill. by the author. New York: Knopf, 1956. **1–4**

Milly wanted Lili to play, but she just stood there. So Milly pointed to her pocket book and Lili pulled out a handkie and said, "Un muchoir." Now Milly knew Lili spoke only French. So all the day they learned words from each other—purse, doll, puppy, picnic, apple, buttered bread, bottle, milk, and many others. After their picnic lunch, they played store. Soon the day was done and each went home. Throughout the book the French words are superimposed on small blocks of yellow, and the last two pages contain a picture dictionary.

611. People are Important, Eva Knox Evans. Ill. by Vana Earle. Irvington-on-Hudson, N. Y.: Capitol, 1951. 3–5

The point is made that although all people need good protection from the elements, and affection, the ways by which these are supplied vary with the place in which you are born. That feelings are important regardless of exterior is stressed, and the need for understanding the ways of others is emphasized. The examples are down-to-earth, often humorous, and the lesson of the story is obvious though not preachy.

612. All About Us, Eva Knox Evans. Foreword by Albert Einstein. Ill. by Vana Earle. New York: Capitol, 1947. Twelfth printing, 1957. 4–6

As people traveled to find a living, groups spread around, and through many generations some of them developed skins that were white, brown, or yellow, even though they all had the same beginning. The author then discusses the different skin colors, curliness of hair, shape of head, and type of blood of different peoples. She points out the reasons behind different customs, such as shaking hands, tipping hats, men walking on the street side, buttons on coatsleeves, and shaking the head for "No" and nodding it for "Yes." She also tells how different people fight. Indians of South America hit a rock with a stick until it breaks, and Eskimos sing insulting songs. Since all Americans except Indians are actually foreigners, friends should be selected by their actions, not looks, and no one should act condescending to others, for all people are important and all are related. The last page has important ideas listed under "A Few Things to Remember."

613. United Nations, N. Y., Dorothy Sterling. Ill. with photographs by Myron Ehrenberg. Garden City, N. Y.: Doubleday, 1961. 4–6

This book presents a behind-the-scenes look at the United Nations. The different activities carried on in the U.N. building by the four thousand people who comprise the staff of the Secretary-General includes the secretariat, a cafeteria, mail, maintenance, fire fighting, storage, microfilming, computing machines, keeping records, a printing plant and a police department. The people who do the work are porters, interpreters, and reporters and recorders, the representatives, the delegate's aides, the sound engineer, electricians, typists, translators, and many others whose work is synchronized. Some of the problems of adjustment faced by these visitors to the United States are mentioned, and there is a brief section on the International School attended by children of forty-eight nationalities.

614. Let's Go to the United Nations Headquarters, Joanne Cochrane. Ill. by Alan Moyler. New York: Putnam, 1958. 4–6

A guided tour through the United Nations building in New York City forms the content of this short book. Among the points of interest are the row of flags, the Secretariat, the General Assembly, and the conference building, the library, the Meditation Chamber, the bookshop, and the post office. Several of the special agencies are mentioned, including UNICEF. The work of the Economic and Social Council, the Trusteeship Council, and the Security Council is outlined briefly. A short glossary completes the book.

615. You and the United Nations, Lois Fisher. Ill. by the author. Chicago: Childrens Press, 1947. **4–6**

A simplified explanation of the general structure and operation of the United Nations is contained in this book for children. Through simple text and many humorous illustrations the author first emphasizes the importance of people working together. The six parts of the United Nations—the General Assembly, the Security Council, the International Court of Justice, the Secretariat, the Trusteeship Council, and the Economic and Social Council with its various committees and commissions—are explained, and a one-page diagram shows the overall organization. The last part of the book points out different attitudes people take toward world cooperation and makes a plea for open-mindedness, personal decision, and a willingness to work toward peace.

616. The First Book of the United Nations, Edna Epstein. Ill. with photographs. New York: Watts, 1959. **4–7**

This clear and comprehensive overview of the United Nations begins with a description of what it is, how it came to be, and its four main purposes as stated in the Charter. The work conducted by the six organs of the UN is described: the General Assembly meets emergency situations like the Suez Canal crisis of 1956, conducts business, and admits new members; the Security Council as the guardian of peace has dealt with Indonesia, Korea, and Palestine; the many agencies of the Economic and Social Council give technical aid, help refugees and children, promote health, and work for human rights; the Trusteeship Council deals with the Trust Territories and Non-Self-Governing Territories; the International Court of Justice settles political quarrels legally; and the Secretariat administers the organization. The important contributions already made and its hope for the future is realistically surveyed. The Preamble to the Charter, a chronology of landmarks, a glossary, a list of members (1959), and an index are also included.

617. Hi Neighbor: Book 7: Stories, Songs, Facts, and Fun From Philippines, Madagascar, Ceylon, Jamaica, United States Committee for UNICEF. Ill. New York: Hastings, 1964. **5–7**

The sub-title accurately describes this book, for it treats each country in turn regarding geography, climate, history, and government, then gives descriptions of daily life of typical children. Their clothes, food, school, games and songs, holidays and festivals, and a legend are included. Both farm and city life are represented, and the flag, stamps, and money are other interesting details. Unfortunately, most of the photographs and other black-and-white illustrations are quite small. There are a few songs and maps and also some phonetic respellings to aid in pronunciation. At the end is a page of suggestions for projects.

618. Beyond the Sugar Cane Field: UNICEF in Asia, Louisa R. Shotwell. Cleveland: World, 1964. **5–8**

This appealing account tells of the work of UNICEF, the United Nations International Children's Emergency Fund, in three areas in South Asia—India, Thailand, and Indonesia. Indian villages and schools are described, and the development of the school lunch to get the UNICEF milk is described. The help for Noi in Thailand so that her hands could hold a pencil, and the preventing of blindness in Java by using the red palm oil are other ways that UNICEF brings aid to children around the world. Everything in the book is actually true, according to the author.

619. How the United Nations Works, Tom Galt. Revised edition. Ill. by Norman Tate. New York: Crowell, 1956. **5–8**

The beginnings of the United Nations, its organization, methods of action, its documents, and facts about it are included in this book. The General Assembly is described as the "Town Meeting of the World," where important problems are discussed and a vote for action taken. The Security Council, which keeps the peace, tries to settle international quarrels peacefully. In this eleven-member Council, the veto power may be used on specific occasions. The work of the Economic and Social Council, the Trusteeship Council, the International Court of Justice and the Secretariat is clearly explained, and Part III of the book outlines the steps from peaceful methods to using force when needed. Member nations are listed in Part IV, special agencies are described, and the documents of international agreement are presented.

620. Partners: The United Nations and Youth, Eleanor Roosevelt and Helen Ferris. Ill. with photographs. New York: Doubleday, 1950. **6–9**

This excellent and comprehensive report of the work done by youth and the United Nations was compiled from letters and field reports, UN radio scripts, articles, and interviews. Much of the work relates to the rehabilitation of children and youth in wartorn countries. These true stories of the search for Hana's mother, the homes found for displaced persons, the reuniting of Therese with her uncle and brother, the feeding, education, and health care of young refugees, UNICEF'S program for children, the improvement of agriculture, the youth communities and children's villages, the international exchange of students and information, and the continued fight for human rights are all presented with specific detail and in an objective manner, but the facts alone are drama enough. This book ought to spark the chlidren into doing something for others.

621. Alliance for Progress: The Challenge of the Western Hemisphere, Kathleen Walker Seegers. New York: Coward, 1964. **6–9**

The Alliance for Progress, signed at Punte del Este, Uruguay, in 1961, by the United States and nineteen Latin American nations, aims to improve the health, sanitation, education, and standard of living in Latin America by co-operative effort. This book traces the patterns of the past that are responsible for the present situation, then gives examples of individuals who are pointing the way toward what the Alliance hopes to do on a large scale —individuals like Eladia Mejia, the eighty-two-year-old schoolteacher who shows villagers how to build schools, or Dr. Theodor Binder, or Don Pedro Beltran, who is working for good government in Peru. Colombia, Venezuela, Brazil, and Central American countries are also included, and the main incidents reported here show how these people are all working to improve their living.

622. U. S. PEACE CORPS: THE CHALLENGE OF GOOD WILL, Susan Whittlesey. Ill. New York: Coward, 1963. 6–9

As one member of the Peace Corps said, the unfamiliar countries are alive too. The purpose of the Corps is to help the people help themselves and, through working together, to gain mutual understanding. The photographs and descriptions tell vividly of the vigorous training of these American Volunteers and of the work they do—teaching in Ethiopia, Ghana, at Mile Ten in North Borneo, or in one of the thirty-five countries where teachers have been sent; helping in village of community development, like building a school, raising chickens, controlling sanitation and cleanliness. These activities are emphasized by the Volunteers as they help people change their ways. The account includes the names of the Peace Corps workers whose work activities are described and tells how students in school can start developing the skills needed. There is a bibliography for futher information and an index.

CELEBRATING HOLIDAYS

623. THE THANKSGIVING STORY, Alice Dalgliesh. Ill. by Helen Sewell. New York: Scribner, 1954. 2–4

This story of the Pilgrims, starting with their departure from England and continuing through the First Thanksgiving, is told in simple yet rhythmic prose with striking illustrations. The story is woven around the children of the Hopkins family—Giles, Constance, Damaris, and later Oceanus. The return of the *Speedwell*, the lone voyage of the *Mayflower*, the evidences of habitation in the new land, new homes at Plymouth, the help of Squanto, and the feast of Thanksgiving are major episodes. Even older children should be impressed with this picture book.

624. THE EGG TREE, Katherine Milhous. Ill. by the author. New York: Scribner, 1950. 2–4

Carl and Katy hunt for Easter eggs, but when Katy had found none she went to the attic. There she found six eggs carefully packed in a hat box. She won the prize for the most beautiful eggs, and Grandmom remembered when she had painted them. She put the eggs on a tree and the next day the children learned how to make an egg tree.

625. THE STORY OF VALENTINE, Wilma Pitchford Hays. Ill. by Leonard Weisgard. New York: Coward, 1956. 3–5

Valentine actually was one of the first Romans to believe in one God rather than twelve, and since his birthday on February fourteenth was just the day before their celebration called Lupercalia in honor of the "wolf destroyer," the Romans changed the title to St. Valentine's Day. This story could have happened although it is not exactly true. Octavian and his friends were allowed to play in Valentine's garden and with Smoky, his pet pigeon. When Valentine was imprisoned for his beliefs, he sent notes to

Octavian via Smoky. In one of them he wishes for his books. Octavian takes the Book he knows Valentine most wants, goes to the prison, and gives it to the keeper's blind daughter of whom Valentine has told him. She later gets the scroll to Valentine undetected. When he touched her head, she suddenly could see. According to the note in the back of the book, "We are told that even in prison he cured the prison keeper's little daughter of blindness." The story apparently takes place during the persecution of Christians in 270 A.D.

626. THE FOURTH OF JULY STORY, Alice Dalgleish. Ill. by Marie Nonnast. New York: Scribner, 1956. **3–6**

The events precipitating the separation from England, the actual writing of the Declaration of Independence, and the way the information was spread throughout the colonies form the main trend of this story. The report is kept simple but it perpetuates the myth of the Liberty Bell. The author admits the chronology is not exact, but in keeping with the spirit. A few of the important men of the age are mentioned: Patrick Henry, Thomas Jefferson, Benjamin Franklin, John Hancock, George Washington; also mentioned was Andrew Jackson, who as a literate nine-year-old read aloud the Declaration to a group of people. The war and its successful completion is included.

627. THE FIRST BOOK OF FESTIVALS AROUND THE WORLD, Alma Kehoe Reck. Pictures by Helen Borten. New York: Watts, 1957. **4–6**

Festivals from several countries are compiled in this collection. Included are the Befana Fair in Rome in January 6, the pre-Lenten carnival at Arequipa, Peru, the Doll Festival of Japan on March 3, May Day in Barrington on the river Cam in England, Midsummer Eve in Rovaniemi, Finland, the three-day Candy Festival of Turkey, the Chinese Birthday of the Moon Festival on the fifteenth day of their Eighth Moon, Pony-Penning day at Chincoteague Island, Virginia, Halloween in the United States (but omitting mention of the UNICEF collections made by some children), and the Festival of the Posadas, the nine days before Christmas in Mexico. Separate chapters describe the origin and customary activities of each festival.

628. CHILDREN'S FESTIVALS FROM MANY LANDS, Nina Millen. Ill. by Janet Smalley. New York: Friendship, 1964. **4–6**

The major part of the book is divided into separate chapters containing two sections, one on folk festivals and the other Christian festivals celebrated in Africa, Asia, Europe, North America, South America, and Pacific lands. Patriotic festivals are not included, and the last chapter contains suggestions for celebrating in the home, community, and public or church schools. There is some cross-referencing to indicate the similar festivals in different areas, and many of the accounts are written by nationals, misisonaries, or residents who know the area and whose contributions are signed by them. Many folk festivals follow the seasons, and the Christian festivals include Thanksgiving, Christmas, Carnival, and Easter.

629. HOLIDAYS AROUND THE WORLD, Joseph Gaer. Drawings by Anne Marie Jauss. Boston: Little, 1953. **5–7**

Some of the religious holidays of five groups of people—the Chinese, Hindu, Jewish, Christian, and Moslem—are included in this collection. The symbols and activities surrounding holidays like the Chinese New Year's Festival, the Hindu Festival of the Garland of Lights (Diwali), the Jewish Day of Atonement (Yom Kippur), the Christian Saint Valentine's Day, and the Moslem Fast of Ramadan are described. The beliefs of the people, as explained, provide the background essential for understanding the significance of the various holidays. Throughout the book the relation of the holidays to the changing seasons and the heavenly bodies, and the similarities in spirit of various festivals around the world are pointed out.

630. THE BOOK OF HOLIDAYS, J. Walker McSpadden. Revised edition. Ill. by Robert Galster. New York: Crowell, 1958. **6–8**

The major part of the book describes the origin of holidays celebrated in the United States and tells the various ways the holidays are celebrated. Starting with New Year's Day, the holidays are described in the order they occur. Included are some Latin American, Jewish, and Moslem holidays. Unfortunately the Independence Day account perpetuates the legend of the ringing of the Liberty Bell (pp. 110-111. See Edward M. Riley, INDEPENDENCE, pp. 55-58. National Park Service Historical Handbook Series. No. 17. Washington: Superintendent of Documents, 1954, Revised 1956. 25¢). The recent custom of children collecting for UNICEF at Halloween is omitted, but the book does give a wealth of information and contains a short bibliography.

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